DOCUMENT RESUME

ED 312 090 PS 018 376

AUTHOR Steele, Bonnie Blandy
TITLE Fostering Appreciation and Understanding of Multiculturalism within the Elementary School Setting Using a Multidisciplinary Approach.
PUB DATE 89
NOTE 131p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Community Involvement; *Cultural Awareness; *Cultural Differences; *Curriculum Development; Elementary School Curriculum; *Grade 2; *Multicultural Education; Pilot Projects; Primary Education; *Social Studies
IDENTIFIERS Cultural Resources; *Cultural Sensitivity; Multicultural Materials

ABSTRACT

A school district's international coordinator and a primary school teacher of 20 second-graders from 10 different ethnic groups implemented a practicum designed to improve the understanding and appreciation of cultural diversity among students, parents, and teachers at the Ithan Elementary School in Bryn Mawr, Pennsylvania. The practicum also served as a pilot for possible implementation in the social studies curriculum for the district. Practicum objectives involved the identification of weaknesses in the social studies curriculum for second-grade students, development of in-service workshops for second-grade teachers, and implementation of multidisciplinary units. Involved teachers attended workshops, implemented and coordinated lessons, read research articles, discussed concerns, developed new methods for teaching multiculturalism, and evaluated change. Students gained understanding of cultural groups in the community. They developed effective ways to acknowledge and incorporate diversity and difference. School-community networks helped maximize resources that fostered multiculturalism. Evaluation data indicated improved multicultural understanding and sensitivity among teachers and students, and increased parents' comfort in the school environment. Recommendations and dissemination plans are offered. Related materials are provided in 27 appendices. (RH)

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Fostering Appreciation and Understanding of Multiculturalism within the Elementary School Setting Using a Multidisciplinary Approach

by

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Fostering Appreciation and Understanding of Multiculturalism within the Elementary School Setting Using a Multidisciplinary Approach

by

Bonnie Blandy Steele

Cluster XXI

A Practicum II Report Presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PS 018976

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Bonnie B. Steele under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Georgianna Lowen, Ed.D.

ACKNOWLEDGMENT

The writer of this practicum report expresses her appreciation to the teachers, administrators, other support staff, parents, and students who participated in the piloting of the Understanding and Appreciation of Cultural Diversity Through Interdisciplinary, Multicultural Education model in Elementary Schools. Special gratitude is extended to the school principal, who gave the writer the opportunity to fulfill a dream, her administrative support and counsel during the implementation of this practicum was greatly appreciated.

The author extends appreciation to her son Kevin and other family members who have been there with love and encouragement, and the special inspiration from a devoted friend, Thomas J. Craney. Finally, the writer expresses her gratitude for the support offered by her advisor, Nova University staff, fellow students, and Dr. Roberta Winters for her editorial assistance.

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ABSTRACT

Improving the Understanding and Appreciation of Multiculturalism Utilizing a Multidisciplinary Model in Elementary Schools. Steele, Bonnie B., 1989: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Multicultural Education/Social Studies/Global Education/Cultural Education/Geographical Literacy/Intercultural Programs/Cross Cultural Training/Intergroup Education/Interdisciplinary Approach/Cultural Pluralism/Ethnic Studies/International Studies/Cultural Differences/Cultural Awareness.

This practicum was designed to improve sensitivity among staff, students and parents. The primary goal was to implement a multidisciplinary model in order to provide understanding and appreciation of multiculturalism within the elementary school setting. The practicum also served as a pilot for possible implementation in the social studies curriculum for the district.

The writer identified weaknesses in the social studies curriculum for second-grade students; developed inservice workshops for second grade teachers; and assisted in the implementation of multidisciplinary units. First, teachers were involved through attending workshops, implementing and coordinating lessons, reading research articles, discussing concerns, developing new methods to teach multiculturalism and evaluating change. Second, second grade students gained understanding and appreciation of cultural groups within the community. They developed effective ways to acknowledge and incorporate diversity and difference. Third, school-parent-community networks, helped to maximize resources that foster multiculturalism.

The results indicated improved multicultural sensitivity. Analysis of the evaluation data indicated that 7 out of 7 teachers demonstrated greater understanding of multiculturalism. Eightyeight students indicated a substantial increase in sensitivity due to the multidisciplinary model. Ethnic parents showed an improved level of comfort/adaptation to the school environment. Recommendations and dissemination plans are presented.

CHAPTER I

INTRODUCTION

Description of Community and Demographics

The school district used for this practicum is a part of a suburban, cosmopolitan community nestled among the rolling hills of the Northeast. It is filled with beautiful parks, pleasant neighborhoods, industry-leading corporations and award-winning schools.

The schools serve a community of 28,000 people residing in an area of 13.8 square miles.

The school district is headed by a nine-member elected board of school directors. The superintendent is the district's chief administrator and also serves as a member of the school board.

Of the 2,775 students enrolled in the schools, 927 are in its two elementary schools (grades K-5), 680 are in the middle school (grades 6-8), and 1,185 are in the high school (grades 9-12). Students come from basically middle- to upper-middle class families, and over eighty-five percent will go on to further education. The certificated staff totals 260 persons, including 202 classroom teachers. About sixty percent of the professional staff hold advanced degrees.

The school site itself houses kindergarten through grade five, with a total enrollment of 585 students. Its curriculum emphasizes sequential skill development in reading, writing and mathematics. In addition to

weekly classes in art, library, music and physical education, units of study in social studies, health and science establish a well-rounded learning foundation. Optional participation in chorus, orchestra and band begins at the elementary level. Active parent-teacher groups further provide learning opportunities through their support of language clubs, Great Books program, computer groups, after school sports and the Odyssey of the Mind Program.

This practicum involves a study of increased cultural diversity and its impact on student appreciation of individual differences. The target group consists of five, second-grade classes (total of 120 students). These classrooms serve as a pilot project for the district in the hope that programs developed might expand to other levels and buildings. The second group of targeted (individuals is comprised of teachers, resource people, administrators, and community members.

Author's Work Setting and Role

The writer's current role is that of a second grade teacher of twenty students representing ten different ethnic groups. The writer also assumes the duties of International Coordinator for the district. As coordinator one is responsible for assisting teachers, students, staff, parents, and community members in developing cultural awareness of numerous ethnic groups.

In addition to being a regular education teacher, the writer holds numerous other responsibilities:

- team leader;
- mainstreaming committee member (chairperson);

- Act 178 committee member;
- mentor;
- executive director of the Odyssey of the Mind program; and
- coordinator of the International Studies program.

As team leader, one is expected to hold a leadership role in planning, organizing and coordinating the instructional programs in the five second-grade classes. One acts as a liaison between teachers and the principal by communicating special events, field trips, visitations, home-school information and any other grade-level concerns. As a result of monthly meetings between all team leaders and the principal, one must communicate with individual teachers issues regarding the school's needs. Further responsibilities include coordinating activities of classroom aides, distributing purchase orders and other instructional materials, assisting in the placement of children in appropriate classes and groups throughout the school year, and assisting the principal in developing workshops for staff and parents to facilitate school-community relations.

Another responsibility of the writer is that of being the Director of the Odyssey of the Mind Program. Serving as Director for three, consecutive years provides an opportunity to watch the program grow in interest and excitement. It also gives one the chance to work with sixty or more creative students in grades three through five on creative problem-solving activities. This after-school club continues to grow into a very active student group. During the academic year 1987-1988, the school's ten teams all placed in first , second, third, and fourth place in the District, Regional, and State competitions. Through this

program, one can further develop effective strategies for problem-solving and decision-making activities on all levels. Additional duties in this position include planning orientation meetings, coordinating the "OM Program" (Odyssey of the Mind Program), arranging coaching sessions in Southeastern Pennsylvania (SEP-OM), communicating with Regional, State and World personnel, assimilating materials and announcements for students and parents, preparing news release/public relations activities, and conducting spontaneous practice sessions. Such tasks give the writer numerous opportunities to develop leadership qualities.

Next, the role of the mainstreaming committee chairperson allows one to be involved on a daily basis with special-needs students. The committee, composed of regular classroom and special education teachers, meets bi-monthly for the purpose of continuing to develop the mainstreaming concept. The chairperson of this committee works very closely with a liaison from the Intermediate Unit (IU), as well as with the members of the committee. During the 1987-1988 academic year the committee continues to function to address the needs assessment completed by the staff. The role of the chairperson (listed in the form of stages in a problem-solving process) is to support the committee in its efforts in the following ways:

- to conduct a needs assessment activity;
- to define priority needs;
- to inform building staff of committee progress and
- to obtain, implement, evaluate, and revise plan based on effectiveness.

The chairperson is also responsible for communicating to the staff the progress of the mainstreaming committee on a monthly basis. Finally, the chairperson plans staff development with the help of the committee.

The Act 178 Committee, a joint committee of teachers and administrators, plans for staff development. The members develop needs assessments and plan for 1988-1989 school year. The writer serves on this committee that was established by directive of the State Department of Education to foster continuing professional development.

In addition to the above responsibilities, the writer serves as a mentor. This position allows new teachers in the district to gain the assistance of a master teacher to introduce them to the system. The mentor meets with the assigned new teacher to familiarize the new professional with curriculum, goals, and objectives of the district. Further, the mentor provide continuous, on-going encouragement and support to new staff members.

The Coordinator for International Studies Program is responsible for assisting teachers, students, parents, staff, and community members in developing cultural awareness of numerous ethnic groups. This role evolved because of the increase in cultural diversity based on demographic changes in this particular community. The coordinator meets with the staff and principal on a regular basis to report on the priority needs of this study.

Finally, the writer has a Bachelor of Arts degree in elementary education and a Masters of Arts degree in elementary education with a

concentration in gifted education. Additional professional experiences include: representative for foundations in a national, professional educational organization, vice president and presently president of a Phi Delta Kappa Chapter, and former treasurer for a local teachers association. The writer has taught in both private as well as public settings for the last fourteen years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The focus of this practicum was the improvement of second-grade students' understanding and appreciation of cultural diversity through interdisciplinary, multicultural education.

A national concern exist regarding the lack of educational opportunities for students to increase their knowledge, understanding and skills in the areas of global education and/or multi-cultural awareness. Several national reports have identified the need for students to become more knowledgeable about other countries and their cultures. Conversely, students from other countries surpass American students in their knowledge of the world (Quinn, 1987). Due to our rapidly changing American society, many communities are effected by demographic changes, and many schools are experiencing an increase in population diversity. Although this creates an ideal milieu in which students could learn and develop intercultural insights, this process does not occur by chance.

Multicultural education trends have been inconsistent as well as superficially addressed in the public schools over the last ten years. The writer's school was an example of a haphazard approach to multicultural education through which ideals are rarely translated into

meaningful, student activities. There was no organized program or process to develop an appreciation and an awareness of other cultures. Further, there was a lack of attention to students developing a consciousness of themselves and their relationship to new cultures existing in the school's environment. Without the incorporation of multicultural education, students were unable to see similarities as well as differences between cultures, to appreciate the contributions of all people, and to lessen the anxieties and prejudices toward those who are different.

The writer's school, located within a suburban setting, had been experiencing the phenomenon of increased cultural diversity. Seventeen countries are represented within the school's student population. This has resulted in three apparent problem:

1) The students demonstrated a lack of understanding of cultural diversity. Intercultural insensitivities were apparent in small-group activities, playground interactions, and in the lunch room. The ethnic-related teasing of students had become a problem within the school and had been addressed at staff meetings, para-professional meetings, and at the Parent Teachers Organization meetings.

2) The lack of sensitivity toward cultural differences impacts on ethnic parents in the greater community. Parents have stated that they feel like "outsiders" when attending different functions at the school. They are hesitant to volunteer as helpers because they perceive the lack of cultural understanding within the school environment.

3) The social studies curriculum does not adequately address the issue of multicultural education. Although some information on various countries and their cultures is included, specific opportunities for

increased knowledge and intercultural understanding are virtually non-existent.

The problems regarding the lack of students' knowledge of other cultures and customs are prevalent in the writer's school. Even though the state has mandated cultural education programs, this school site has addressed the issues on merely a superficial basis. Specific curriculum related weaknesses are apparent when one reviews the social studies materials for the second grade. The curriculum has a broad base for interpretation which results in misdirected and non-systematic approaches to multicultural education.

Briefly stated the problem is there is a multicultural insensitivity among students, staff and parents.

Problem Documentation

Evidence to support that such a problem exists can be found in the review of the literature. In addition, one can infer from staff minutes that the time and attention given by the principal to perceived and persistent problems of interrelations among the staff, students, and community were a real necessity. (See Appendix A). After receiving input from the entire staff on this issue, the principal appointed a coordinator for international relations for the school.

Next, one can review the Educational Quality Assessment ("EQA") which measures eleven of the twelve goals of quality education in the state. (There is no measure of the family living goal.) It consists of nine cognitive and two noncognitive "full" instruments (30- to 60-item measures) and six noncognitive "short" instruments (6-to 27-items

measures). The instruments include: communication skills; mathematics; self-concept; analytical thinking; knowledge/appreciation of human accomplishments; arts and the humanities; understanding others; and science/technology. The "EQA" results for the site indicate a mere 5 percentile in understanding others and a 15 percentile in knowledge/appreciation of human accomplishments in Table 1.

Table 1

Educational Quality Assessment Results

School Year	No.Students	Understanding Others	Knowledge/Apprecitation of Human Accomplishments
1986	119	7*	15*
1987	105	6	12
1988	121	5	15

* Percentiles

The other ranges of percentiles for this instrument in other areas are in the 75-99 percentile rank. This data is most useful to determine areas for improvement. (See Appendix B).

Input regarding students' behavior and parents' attitude comes from the building principal who has discussed the perceived problem of international relations among staff, students and community. A needs assessment was conducted and the results reinforce the fact that a problem indeed exists. (See Appendix C). In addition to the ERB's,

the Priority Probe II , the Multicultural/Global Education-Student Survey (See Appendix D), the Multicultural/Global Education-Staff Survey (See Appendix E), and the Long Range Goals for the District show further evidence to support the need for understanding of others. Subtle manifestations of ethnic conflict are discerned in the students' intergroup relations. When a fight occurs, students see the cause as being the "outsider" because they do not know the rules of the game. Students are unsure of how to include multi-cultural students into the circle of interactions - be it the playground, special activities, or lunchroom seatings.

Further examination of the problem can be found in on-going dialogue with regular education teachers, special education teachers, the counselor, English as a second language teacher (ESL), school psychologists, and other support staff members. They are a source of first-hand experiences as they work with the various ethnic students in the building. Logs of second-grade team meetings summarize these concerns as well. For example, when students are having trouble relating with their peers, parents often seem unsure of their role and resources within the school. They do not know who to ask for help regarding simple questions about special events, open house, finding playmates for their children, and helping in the school.

In addition, other documentation which points to curricular problems is found in the review of the summary statements taken from interviews. These interviews were conducted by the newly-established social studies committee and indicate a lack of cultural awareness and appreciation of multi-cultural education in the study site. Forty-four of the sixty-five teachers surveyed state that there was little evidence of

cultural/ethnic content within the present curriculum. (See Appendix E). Sample interview questions asked of the staff and students in the writer's school result in the following response patterns (See Appendix F). Further evidence in support for multicultural education is seen in the Multicultural/Global Education Survey of 120 students (See Appendix D). Particularly relevent were responses to survey questions 2 and 12, which reflected a need for additional understanding of multiculturalism (See Table 2 below).

Table 2

Multicultural/Global Education Survey of 120 Students

Question	No. of Students Responding Yes
2. Students reporting a knowledge of their grandparents or earlier ancestors country of origin.	42
12. Would you like to learn more about people from other countries, their customs/traditions, their lifestyles and religions?	68

The staff reviewed the performance scale on the "EQA's" which showed a weakness in the area of awareness of other countries. This has obvious impact on the interrelations of this community.

Finally, recent newspaper articles (Quinn, 1987 & Power, 1987) express concern regarding the lack of educational opportunities aimed at increasing students' international and multicultural knowledge.

understanding and skills. These recent articles, which relate to the stated problem of lack of cultural awareness, bring the problem to the attention of school staff once again. The staff concurs that something should be done to address the problem of international and multicultural education within the curriculum. To emphasize the strong commitment of the principal, one of the school's goals is to improve interrelations among staff, parents and community.

Analysis of Causes

The causes of this lack of multicultural education among students are numerous. After reviewing the concept of multicultural education, the writer perceives some of the causes to be: lack of understanding of international relations; lack of understanding of cultural diversity; lack of cultural awareness; lack of an appreciation of multicultural education; and lack of a knowledge base in which to operate on the above issue.

The targeted parent population is experiencing some stress for the following reasons: lack of a warm and inviting atmosphere for ethnic parents to volunteer their services to the school; lack of communication between the ethnic families and the parent teachers organization; and lack of non threatening activities in which hesitant ethnic parents can become involved.

Finally, curricular problems and gaps are caused by the lack of a district-wide international coordinator to address the problem; and lack of overall coordination and the articulation in the social studies

program. These interconnections add to the weakness in multicultural education in the writer's setting..

Review of the Literature

Overview

To understand the problems experienced by the target population in the practicum, it is essential to give an overview of "multicultural education." To understand the meaning of "multiculturalism," Mc Cormick (1984) believes one must first examine the dynamics of the movement since its inception. Many educators see multicultural education as a symptom of current social change and the transition from a declining industrial society to a still undefined post-industrial society. This transition period has yet to be marked by serious challenges to educational, political, public, and private institutions. However, the decline of white Anglo-Saxon Protestant (WASP) domination may offer room for change (Cain, 1980).

The recent thrust of multicultural education is clearly an element of this transition period. As "WASP" dominance has declined, a revival of ethnic consciousness has occurred. This, in turn, has created a demand for education that is more responsive to the needs of students who are ethnically, culturally, or racially different from the sterotypic. While it is well established that multiculturalism in education dates back to the colonial period of United States' history (Crouchette, 1974; Nelson, 1977 and Weinberg, 1977), the current movement is clearly rooted in the turmoil of the 1960's.

Sensitivity to changes in education, relative especially to minority and ethnic differences and needs, has been growing steadily since the 1954 Supreme Court decision, Brown v. Board of Education (McCormick, 1984). Actual changes, however, have been hard won. For example, lagging enforcement of the Brown decision prompted the passage of the Civil Rights Act of 1964. According to McCormick (1984) legislation had to follow to legitimized bilingual education (Bilingual Education Acts of 1967 and 1974, ethnicity (The Ethnic Heritage Studies Program Act of 1974), and even sex equity (Title IX of the Education Amendments, 1974). Such legislation, as well as the Equal Educational Opportunity Act of 1974, declared that no state could deny equal educational opportunity to any person on the basis of race, color, sex, or national origin. Legislation and implementation of such change takes time and moves very slowly.

However, these federal activities laid the foundation required to change the structure and operation of schools by raising the awareness of education to concepts of equity and equality in educators. During the last fifteen years, educational institutions have responded to concerns about unfair practices and biased materials by launching a variety of multiethnic, bilingual/bicultural, multicultural programs and courses (McCormick, 1984).

Some Unresolved Issues

While multicultural education is rooted in the American ideals of educational equity and equality for all our citizens, its implementation in schools has been problematic.

Many inequalities still exist within the public school system ("Jim Crow Lives," 1983):

1) the denial of the use of any language except English;
2) the segregation of black children;
3) the labeling of culturally different students as deficient or culturally disadvantaged; p. 19
4) the placement of inordinate numbers of minority students in classes for the learning disabled or emotionally impaired;
5) the lack of goals related to multiculturalism; and
6) overt race discrimination (Kiefer and DeStefanto, 1985).

The Role of Education

The cyclical nature of problems with ethnic minorities makes the educational link extremely significant when considering societal change. Although some gains have been made, multicultural education reflects the conflicts and problems inherent in the greater society. As educators share in the general state of uncertainty, social change within the schools is frequently accompanied by conflict and stress.

Grant and Sleeter (1986) perceive there are virtually no research studies on multicultural education. On the other hand, other authors draw on related research, including material referring to bilingual education, desegregation, teacher attitudes toward diverse students, and student friendships across race, gender, and handicap lines. However the author has yet to locate relevant research studies on

multicultural education in the classroom from grades K-12. Rather than experimental studies, the literature in this field stresses advocacy, issues, and courses of action. To succeed, studies must move beyond the theory to reality. There needs to be research on what happens when teachers work with multicultural education in their classrooms, what forms it takes, how students respond, and what barriers are encountered.

In order to begin to design effective multicultural education, teachers need to learn about the racial, cultural, and socio-economic background of children in their care. They need to become aware of the range of experiences students have had with people from other groups, as well as their attitudes toward themselves and others. By developing the concept of shared human experiences and cultural diversity, multicultural understanding can be woven into all aspects of the curriculum (Ramsey, 1982). Through multicultural literature, children discover that all cultural groups have made significant contributions (Lautenschlager and Hertz, 1984). Such reading further stimulates children's language and cognitive development (Norton, 1985). A well-balanced, multicultural program includes literature that depicts people with a variety of aspirations, different socioeconomic levels, diverse occupations, and a range of human characteristics (Willower, 1984). "Available" resources must be examined, assessed, and obtained to promote the reality of such a program.

For today's teachers to improve rapport between the home and school, understanding various family modes is essential. Such knowledge can further help educators be more responsive to the needs of culturally and ethnically different children (Bronfenbrenner, 1986).

An integrative and interdisciplinary approach to multicultural education is required to educate the "whole child." This method can provide the opportunity for each one to reach maximum potential while retaining a unique family heritage.

Present social movements serves to set the stage for change. Rather than seeing conflicts as negative, one can view them as the normative state of intergroup relations. When applied to education, the problems and crises surrounding the implementation of multiculturalism in education provide points of entree for change rather than points of retreat. Instead of withdrawing from conflict, educators must strive to hold fast to the ideals of multiculturalism and grow as tension evolves in schools (Sikkema, Mildred and Agnes Niyekawa, 1986).

King (1985) states that the good intentions of Americans are undermined by several factors: the artificial views they hold of other countries; the presumption that their political and economic system ought to be the model for other nations; and by their frequent inability to appreciate the most cherished commitments of other peoples. He further states that the schools must reappraise their own learning systems to create interrelation- ships among people of the world. This assumes a strong support role for colleagues who, while willing to try, often lack materials or expertise to meet the needs of students regarding multi-cultural awareness. Teachers must not be viewed as part of the problem, but as a critical part of the solution.

According to Banks (1981), teachers must acquire the following characteristics to improve multicultural understanding:

1) more democratic attitudes and values;

2) a multicultural philosophy;
3) the ability to view events and situations from diverse ethnic perspectives and points of view;
4) the nature of ethnicity in American society;
5) the knowledge of the stages of ethnicity and their curricular and teaching implications; and
6) the ability to function at increasingly higher stages of ethnicity.

With professional guidance and training, the task of preparing educators for multicultural teaching seems possible (De Costa, 1984).

In an effort to reinterpret multicultural education, models for comprehensive and practical methods have been proposed. Some describe models to help teachers implement multicultural education while others describe stages of teacher and/or student development. (Baker 1983b; Banks, 1981 and Kendall, 1983). Others offer a potpourri of approaches from which teachers can choose to implement multicultural education in the classroom (Bank, 1984).

Another approach advocates examining several different aspects of instructional programs (visual displays, curriculum materials, tests, etc.) and then suggests ways to make each aspect multicultural (Payne, 1983). While all of these models are well developed and appear useful, all fail to develop curriculum or instructional guides (Sleeter and Grant, 1987).

In an examination of forty-seven articles and nineteen books on multicultural education, Sleeter and Grant (1987) found considerable agreement on goals. However, some disagreement exists concerning whether multicultural education should deal only with ethnicity or

should include additional forms of human diversity as well (Gollnick, 1980).

Gollnick (1980) further summarizes the five major goals to include promoting the following: strength and value of cultural diversity; human rights and respect for cultural diversity; alternative like choices for people; social justice and equal opportunity for all people; and equity distribution of power among members of all ethnic groups. Gollnick and Chinn (1986) concur that the overall goal of multicultural education is to help all students reach their potential.

Additional research concludes that children are aware, at a very early age, of physical and cultural differences among people (Derman-Sparks, Higa and Sparks, 1980). Denial and avoidance techniques do not solve these pervasive and crucial problems. Katz (1978) has found that Whites in the United States tend to have a superior attitude. This causes a lack of understanding of self and a poor sense of identity. This, in turn, leads to the development of a negative attitude toward minorities at both a conscious and an unconscious level. Data compiled by Beuf (1977) suggests that a home in which the positive values of "one's group" are stressed will produce children who feel positive about all groups. These concerns have been identified and surface repeatedly in various studies. Cole (1984) addresses a merger of multicultural education and global education. Each effort to strengthen human and intergroup relations attempts to aid students in understanding human diversity, and reduces stereotypical thinking.

Since multicultural and global education are concerned with cross-cultural diversity and interactions, both foster an interdisciplinary approach to learning. Both movements attempt to

assist students in accepting and understanding others while developing students who are culturally aware, and globally knowledgeable (Cole, 1984).

Research by Gabel (1987) points to an approach for world peace using the "World Game" developed by Buckminster Fuller. Such games are tools for helping students cope with illiteracy, starvation, inadequate health care, limited energy supplies, prejudice, ethnic groups differences, etc. Although twenty years old, this game is now coming of age because of computer technology. Its objectives, consistent with its original version, include: to make a valuable contribution to deepening and spreading peace on earth; to help solve the pressing problems of basic human needs; to empower the problem solvers of any given region in the world with the information they need to resolve their problems; to increase citizen participation in global and local decision-making processes; and to gain these abilities in a way that will be fun and accessible to the average person (Gabel, 1987). The World Game is a valuable intervention program for schools.

Trends in Approaches

The analysis of various activities and attitudes of those who work with multicultural education can shed light on the models presently being used in school systems across the United States. Tucker (1981) has put forth a "Global Awareness Program" which reaches out to all students, teachers, parents, and community leaders with the challenge

and the opportunity to "get to know your world." It is important to understand that there are consequences for following a particular school of thought. Thus one should be fully aware of all materials, program developments, and teacher-training programs in a multiethnic and multicultural setting. Woyach and Remy (1981) present a model that operationalizes the community-based approach to global education. In its simplest form, the community-based approach to global studies makes a single assumption - the linkages between local individuals, groups and organizations, and their counterparts outside the United States can be used as the basis for learning about, teaching about, and participating in world affairs (Woyach and Remy, 1981). This particular model is particularly relevant to prepare students for "citizen involvement and participation in a global age" (Woyach and Remy, 1981).

Suggestions for learning activities, objectives, and resource materials for multicultural education are also presented by the Capman (1983) model. This scheme provides over 200 pages of learning activities. Also included is an evaluative model to assess the means for acceptability, applicability, reliability and validity for a number of its objectives.

"The "Embassy Adoption Program" (1984-85) is an enrichment program for public schools that encourages students to learn about foreign countries by studying a foreign embassy. This model has good application for students in the District of Columbia. Further this approach can serve as a good resource for teachers as students can write to various embassies as part of a multicultural, interdisciplinary study.

Another model is that of "A Multi-Ethnic Approach" used in a given New York school district. This plan develops reading, language arts, social studies, and science materials which revolve around multi-ethnic themes. This model establishes a small group to review the resource units and to make revisions based on the comments suggested by teachers and students.

Historically, the federal government has endorsed professional educational organizations to strengthen multicultural education studies. However, a shift in emphasis has been seen in the last five years toward developing intercultural awareness for all students. Changing the curriculum to reflect the ethnic diversity within the world society is yet another way to address the issue of "multiculturalism". Multicultural education can thus serve as a vehicle for general curriculum reform, and, in this way, offers great promise. This focus provides a new type of schooling that presents novel views of the American experience while helping students acquire the knowledge, skills, and commitments needed to make our nation more responsive to the total human condition (Banks, 1981).

In summary, one might say that there has been a plethora of materials written during the past ten years expressing an overview of multicultural education. Innumerable authors of varying repute and experience have observed and noted advantages and disadvantages of multicultural education. However, most of the people who have conducted the research were in positions least likely to cause significant change and/or to see real problems.

Given the controversy over methodology and many contradictory ideas generated by the same results, new studies based on an isolated

but real school setting, although subjective, should offer valuable insights into multicultural education.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to increase sensitivity among students, staff and parents:

1. To improve the second grade teachers' knowledge base of multicultural groups;
2. To increase second grade students' apprecication and awareness of cultural groups within the community;
3. To increase multicultural parents' involvement.

Behavioral Expectations

The following behavioral expectations were to be identified for the teachers involved in this practicum:

1. Each teacher was to gain a knowledge base of multicultural education.

2. Each teacher was to create a classroom atmosphere that will reflect cultural and ethnic differences.

3. Each teacher was to intergrade multicultural education across the curriculum.

4. Each teacher was to promote community interaction.

5. Each teacher was to assess his/her understanding of multicultural students and issues.

The following behavioral expectations were to be identified for the second grade students involved in this practicum:

1. Each student was to exhibit an improved understanding of cultural diversity and similarity.

2. Each student was to examine differences and similarities among their classmates.

3. Each student was to develop improved interpersonal relationship skills.

4. Each student was to develop a knowledge of roles and of contributions of various ethnic groups.

5. Each student was to recognize one's personal strengths and limitations.

6. Each student was to experience a variety of ways through which various ethnic groups communicate thoughts and feelings using verbal and non-verbal expressions.

7. Each student was to acquire an improved knowledge, skill and attitude required for effective participation in a pluralistic, interdependent, global society.

8. Each student was to acquire appropriate knowledge and skills in music, drama, and the visual/creative arts of various cultural groups.

9. Each student was to respond appropriately to the following inquiries:

- how climate, natural resources and weather influence the work people do;

- why people do different kinds of work to satisfy different kinds of needs;
- how different customs, traditions and costumes are influenced by ethnic backgrounds;
- how the flags of countries are representative of unique heritages;
- why homes vary according to geographical area; and
- how foods differ according to ethnic preferences.

The following behavioral expectations were to be identified for the ethnic parents involved in this practicum:

1. Each parent was to gain an improved knowledge of the school environment.

2. Each parent was to attend some bi-monthly meetings to discuss concerns.

3. Each parent was to volunteer in the classroom and/or library as appropriate.

4. Each parent was to develop personal skills in adapting to change in the school environment.

The following standards of performance were to be expected for teachers in this practicum:

1. Through participating in two inservice workshops, teachers will become more knowledgeable of multicultural education. (See Appendices G and H.)

2. Each teacher was to made bulletin board displays to show contributions of various ethnic groups.

3. Each teacher will be provided with materials which will integrate concepts across the curriculum.

4. Each teacher was to invite resource people into his/her classroom five times during the implementation period.

5. Each teacher was to complete a questionnaire to assess his/her understanding of multicultural students and cultural issues.

The following standards of performance were to be expected of students in this practicum:

1. Each student was to participate in a global/ multicultural awareness program with activities relating to self and others that highlight human interdependence.

2. Each student was to complete four activities from the "Expressive Arts Learning Center" during the implementation period.

3. Each student was to participate in cooperative learning activities that will be supplemented by parent education, teacher in-service and developmental bibliotherapy.

4. Each student was to participate in relevant simulation games five times during the implementation period.

5. Each student was to be a part of a student recognition program such as student-of-the-week, autobiographical assignments, charts of academic progress, displays of student work, newspaper and newsletter articles, student publications, and awards.

6. Each student was to demonstrate a series of universal feelings including anger, joy, sadness and fear through facial expressions and body movements (See Appendix I.)

7. Each student was to complete a pre- and post-questionnaire, designed to show change in skills, knowledge and attitudes needed for effective participation in a pluralistic, interdependent, global society.

8. Each student was to participate in an International Children's Day. Native costumes, including dress, music, drama was to be exhibited by the students. Foods from around the world will be prepared by the parents of the second graders.

9. Each student was to match correctly information on climate, flags, foods, costumes, homes, needs, work and weather of countries represented in the school setting with a 75% accuracy.

The following standards of performance were to be expected for the multicultural parents in this practicum.

1. Each parent was to demonstrate a change in their awareness of the school environment through volunteering in second grade classrooms/library with a twenty-five percent increase over previous years.

2. Each parent was to attend at least one bi-monthly International Club Meeting. Voluntary attendance will be recorded at each meeting.

3. Each parent was to serve as a resource person at least once during the implementation period. Tallies will show improvement over previous years.

4. Each parent was to complete a pre- and post-questionnaire, designed to rate their personal skills along a five point scale in adapting to the environment.

Evaluation Instruments

The following evaluation tools were to be used to measure the success of goals and behavioral expectations for teachers:

1. Teachers will complete workshop evaluations to determine the degree of their understanding of the information presented by the writer. (See Appendices J and K.) Attendance, required by the principal, was to be logged.

2. Teachers were to share multi-sensory displays with target teachers, and a tally of displays was to be recorded (See Appendix L.)

3. Teachers were to evaluate the provided materials during team meetings and on the post questionnaire instrument to show change resulting from integrating concepts across the curriculum using multicultural materials.

4. Teachers were to tally the number of resource people used within their second grade to relate cultural diversity.

5. Teachers were to complete a pre- and post-questionnaire consisting of ten questions regarding their understanding of multicultural students and issues. Teachers were to respond to self evaluation questions using a 1-5 scale - (Definitely True) [1], (Partially True) [2], (Little Evidence) [3], (Absent) [4], and (Unknown) [5], relative to specified areas of "multiculturalism". (See Appendices M and N.)

The following evaluation tools were to be used to measure the success of goals and behavioral expectations for students in this practicum:

1. Students' scores on the EQA Section entitled "Understanding Self and Others, were to show improvement over previous years as a result of their participation in the multicultural awareness program.

2. Students were to demonstrate an understanding of similarities and differences by completing all four activities from the

"Expressive Arts Learning Center". Checklists will serve as evidence of students participation. (See Appendix O.)

3. Students were to participate in on-going activities to demonstrate interpersonal skills as noted by teacher observations and summarized on a checklist for this practicum. (See Appendix P.)

4. Students were to participate in five simulation games regarding ethnic contributions with their attendance being logged.

5. Student work, newspaper articles, publications, awards etc. were to be included in a scrapbook for the school library to help nurture a realistic self image.

6. Students were to respond verbally and non-verbally to emotions presented through song, dance, writing and art. Tallies were to be recorded and shared at informal discussion meetings.

7. Students were to complete pre- and post-questionnaires consisting of ten questions regarding multicultural/global interdependence. The pre- and post- responses to each question, based on a ten-point scale, were to be compared. Each positive response will increase 8 out of 10 times from the pre- to the post questionnaire. This increase will be considered acceptable by the writer to indicate growth in such understanding. (See Appendices Q and R.)

8. Students were to participate in a World Children's Day Celebration. Self reports including their new skills were to be written and shared with peers.

9. Student were to increase their knowledge base as indicated by 90% with a matching test. (See Appendix S.)

The following evaluation tools were to be used to measure the success of goals and behavioral expectations for parents in this practicum:

1. Target parents were to increase their knowledge of the school environment through volunteering to a greater extent than in previous years. Time sheets were to be tallied, summarized, and shared with parents at the International Club meetings.

2. Target parents were to attend voluntary bi-monthly meetings with attendance shown in graph or table form.

3. Target parents were to serve as resource persons with their efforts tallied and shared with second-grade team members.

4. Target parents were to respond to a five item, pre and post-questionnaire, that rated their personal skills to adapt to the school environment. A comparison of pre- and post- scores will indicate improvement in adaptability. (See Appendices T and U.)

The following techniques were to be used to analyze the data relating to the teachers in this practicum:

1. Attendance records of teacher participation in workshops will be shown graphically and in table form.

2. Tallies will be recorded, summarized and presented to second-grade team members.

3. Results will demonstrate that seven out of seven targeted teachers will view the newly available materials as an improvement over previous years in integrating the curriculum.

4. Tally information regarding the involvement of resource people will be summarized and presented at a staff meeting.

5. The results of the pre- and post-questionnaires will be posted graphically and/or table form demonstrating changes in multicultural understanding.

The following techniques were used to analyze the data relating to the students in this practicum:

1. A comparison of "EQA" section "Understanding Self and Others" will show higher scores over previous years.

2. A review of the checklists will show the number of activities completed relative to expected goals.

3. Log information was reviewed and summarized and presented to the social studies committee for evaluation.

4. The student checklist was completed and reviewed by the second-grade team members as a measure of success relative to expectations.

5. The scrapbook was reviewed by the Assistant Superintendent for Curriculum and became a part of the library collection to foster the realistic self-image of students involved in multiculturalism.

6. The tallied results indicating student involvement in affective areas will be presented in table form. The final outcomes will be compared with student expectations.

7. The pre- and post-questionnaire results will be compared graphically and/or in table form. A comparison will be made between the results and the initial goals.

8. Self-reports will be written and shared with peers and revised. Notation will be made of the newly acquired skills of students.

9. The results of matching test will be shared with the second-grade team, principal and social studies committee. A comparison will be made between the expected norms and the final product to demonstrate improved knowledge.

The following techniques were to be used to analyze the data relating to the parent component of this practicum:

1. The office records of parent volunteers will be summarized and presented in table form. A comparison will be made of parent volunteers as compared to previous years (Appendix V.)

2. The attendance records of the International Club will showed an increase in interest in school activities.

3. The tallies of the resource persons will be summarized and presented to second-grade team members.

4. The results of the open-ended questionnaire will be presented to members of the International Club and second-grade team members.

Prior to the implementation of this practicum, there was to be a meeting with the superintendent, the assistant superintendent, the principal, the parent teacher's organization, the guidance counselor and the second-grade team members. The purpose of the writer's meeting with each of the above personnel would be to discuss the model program and its direction. The writer was to share a copy of the practicum with each of the above mentioned people.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

A review of the literature dealing with approaches to "multiculturalism" revealed a number of alternatives. These endeavors, ranging from the early seventies to the present, involved various models and serve as a source of optimism for school systems around the country. These findings have been refined and included as a part of the proposed model. Payne and Garcia (1984) have indicated that the primary goal or aim of multicultural education is to develop intellectually autonomous students. These individuals are committed to racial equality and possess the skills, knowledge, attitudes and values required to live in a democracy. The materials they advocate can be adapted to the elementary student and extended to the secondary level. In addition, their unit of study includes methods, processes, contents and intended outcomes that reduce racism through multicultural education.

Classroom discrimination, (Payne and Garcia, 1984) in terms of feelings of oppression, prejudice, stereotypes, and racism, are reduced through raising teacher expectation of student behavior (Payne and Garcia, 1984).

Knowlton, Martin, Sachner, Sherwood, Tolan, and Wright (1988) present everyday life in faraway lands as an unusual mix of the familiar and exotic. Children everywhere live out the same patterns: they have a family life; receive an education; and participate in the unique social and religious customs of their countries. "The Children of the World" book series does much more than tell about foreign countries. It introduces children of each country and examines that country through the pattern of a child's life. Such a resource component about a given country can provide supplementary materials on the following topics: trade; climate; land; currency; nationalities; population; education; history; culture; language; natural resources and production; capital; current government; political system; geography; cultural terms; immigration; and additional resources. This series provides a valuable social insight into each country about which elementary level resources are difficult to find. Both practitioners and researchers indicate a lack of appropriate primary-level materials concerning our changing world. Thus, these authors have addressed a real need for leveled reading materials that will challenge and assist teachers, students and parents involved in multicultural education.

A Learning Module (Kohls, 1981) provides specific lesson plans, content, exercises and even handouts for cross-cultural trainers. This program integrates theory, rationale, practice, feedback, and the demonstration of skills and strategies. These methods are clearly identified in the research as appropriate techniques for effective inservice. In the writer's setting, this model may serve as a resource for teachers involved in the pilot program.

Another model is the Curriculum Consortium 2000, developed in the Anchorage School District of Alaska where the impact of rapid social change on the lives of its students was assessed. By identifying five major societal directions, the model promotes essential skills to help students cope with the future. The following trends serve as a basis for this program:

- the population is increasing and getting older;
- the structure of the family is changing;
- the economic base is changing;
- the environment is changing; and
- society is changing (Keitz, 1986/1987).

Human relations skills are then developed and applied to prepare students for the Twenty-first Century. The Curriculum Consortium 2000 could be adapted to the writer's school setting and the writer would encourage the targeted population to read this model as background information for the workshops.

The model from Montgomery County Public Schools (1983) of Maryland (MCPS) is designed to help all ethnic students, in a variety of school settings. By providing opportunities for encouragement and guidance, this program enhances the likelihood of every child attaining improved human relations through a multidisciplinary approach. This model has been successful in meeting some of the (MCPS) goals for multicultural education. The MCPS model could contribute some strategies for the writer's school by promoting multicultural education. Bennett (1986) has pointed to the need to understand how groups differ and also how intercultural sensitivity is

not "natural" to any single culture. To develop this ability demands new awareness and attitudes. Consequently, this model addresses both issues of denial of differences and of the defense against differences. For this model to work effectively, one must find a midpoint between "ethnocentrism" (Porter and Samovar, 1983) and "ethnorelativism" (Brandt, Brislin, Dinges, and Landis 1983). This approach has some practical implications for intervention in the area of intercultural sensitivity. As one explores the material, one sees a relationship between intercultural sensitivity and awareness. The writer saw this model, in which teachers, students and parents are linked for success, working effectively with the target population in the area of cultural awareness. Research studies repeatedly state that global education was most successful when educators, parents and community leaders combine their human materials and political resources to achieve interdisciplinary approaches to global issues (Guinn, 1987 and Reagan 1985). The Association for Supervision and Curriculum Development passed a resolution in 1985 to encourage the sharing of information and research on international curriculums that assist world understanding (Gorter, 1987). While some methods focus on an international collaboration in curriculum developments, others address an interdisciplinary approach. Regardless of the technique, there was a clear need to deepen the knowledge base of students to help them to translate their learning and to nurture peace. This association serves as a good resource for educators dealing with current trends in global/multicultural education.

Models

Besides these units of study, there was an emphasis on the social movement inherent in multicultural education. Tucker (1981) suggests that people, not textbooks, appear to be the primary carriers of the global concept. As more people understand and become productively involved, global education can achieve a potential for releasing local energies and resources for change to a degree unknown in an era of packaged curriculum.

Although multi-ethnic education is being revitalized, it still requires federal policy and monies. Endorsements of professional education organizations are not enough to strengthen the movement. Federal policy regarding multi-ethnic education is enumerated in Title IX of the Elementary and Secondary Education Act (ESEA) as the "Ethnic Heritage Program" (Garcia, 1980).

The Riverside Unified School District Model is based on developing positive self-concepts and intergroup relations among multicultural groups at the elementary and secondary levels. The following areas are addressed:

- curricula;
- multicultural curricula;
- curriculum based on classroom cultural and ethnic population; and
- integration of multicultural awareness into basic subject area math, reading, language and
- chronological recognition of events and holidays across cultural lines.

This project, developed under an incentive grant, has suffered as funding diminished. The cost of such materials presents problems for administrators, school boards, educators and students. However, teachers state an additional success of the program - the sharing of ideas and expertise across all levels. As a result, curriculum was effectively modified to meet individual student needs. Finally, the program assessed student competencies, planned and implemented appropriate instruction and evaluated student performance.

Another model, In Search of Mutual Understanding offers specialized instruction in mutual understanding between nations. This model speaks to the fact that nations depend on understanding government policies as well people. The program has a teacher component, student activities, an overview of topics and resources for teachers. These materials are designed to aid students in understanding the development of Japan into the unique Asian nation and society it is today. The successful implementation of this plan depends on avoiding oversimplification and presenting accurate and changing images to students. "A Classroom Approach to Japan," based on the findings of the Japan/United States Textbook Study project, offers a variety of lessons, exercises and activities designed. These assist teachers in providing students with realistic, up-to-date information and impressions about Japan. Focusing on major human activities such as religion, language and education, this project suggests a variety of ways to make teaching about Japan more interesting. Components of this model may be effective with the population in this practicum.

In addition, the Multicultural Language Arts Program (Levine, 1987) suggests strategies for problem solving which can easily be adapted into the writer's school setting. Its major goals are: to increase faculty members' level of information concerning the values, cultures, and expectations of the student/parent population; to increase the involved students' motivation and levels of reading/language achievement; and to increase parent/community participation in the involved classes' activities (Levine, 1987).

Finally, the extensive review of existing literature has underscored the importance of inservice education for teachers.

Description and Justification of Solutions Selected

The weaknesses identified in the writer's school were addressed in the practicum and a re-evaluation was included in the district's social studies revaluation cycle.

The Second Grade Multicultural Interdisciplinary Model was developed and piloted as a possible solution to the existing problem of lack of students' understanding and appreciation of cultural diversity. The model planned for this pilot program was broken down into three separate areas: one for teachers; one for students; and one for parents. Levine's proposed model (1987) was one which delineates some critical issues (i.e., multicultural education and parent involvement) and also used ethnic students to share stories about their cultural heritage. This model served as a basis for the writer's school in the areas of speakers, parent involvement and resources for teachers. Knowlton, et. al. (1988), Kohls (1981), Keitz (1986/1987),

Dillon, (1986) and the Riverside Unified School District Model (1982) supplied resources to the model program. Essential components of each of these models were identified for use in the beginning of this chapter. The writer needed to select particular components to supply the school with the most up-to-date and effective materials and processes. This required a systematic assessment of students, teachers and parents involved in the proposed model, the Interdisciplinary Multicultural Model. Research provided a core for building a proposed solution to the dilemma which currently existed in the school district. With support from district level supervisors, the target students population, support staff, teachers, parents and community persons, the writer conducted two workshops for staff and international committee members. These were included as presentations of the proposed model for use in target classrooms. The proposed model was evaluated by selected personnel and revised following implementation.

The students were given many opportunities to develop international multicultural awareness through the creative arts center, resource people, films, field trips, classroom discussions, games and a World Children's Day Celebration. During the Expressive Arts Learning Center activities the students in three of the classrooms were so involved they asked to attend the Center during their in-door recess periods. They were excited about the activities and would have stayed with the activities all day long if they were given the opportunity to do so. In addition to active involvement, other students enjoyed the social interaction that the center afforded them. These factors can be attributed to the increase in the number of activities that students

participated in during the implementation period. While the students were required to attend the first four activities, additional ones indicate voluntary participation. The students also developed some game boards on their own to play during their free time. Another unexpected outcome occurred when a special assigned teacher worked at the Expressive Arts Center. He directed activities and helped the special needs students to accomplish goals. Resource pull-out services for ten special-education students prevented these students from completing all four activities from the "Expressive Arts Center."

The teachers received in-service workshops to develop cultural awareness and understanding of multicultural education. Teachers created a classroom atmosphere that reflected cultural and ethnic differences. The targeted teachers developed and shared one or more multisensory displays during the implementation period. The teachers felt that the displays gave specific, concrete, and challenging concepts to assist in the development of needed concepts. The teachers' willingness to discuss individual concerns with the writer allowed for a sharing of ideas among all those involved in the practicum. Thus, the teachers began to build a file of materials which could be shared by the targeted members of the team. Schneider (1989) states that communication and openness to new ideas is essential for success in Social Studies Programs. One must also have a trust factor built into the model in order to predict a successful implementation.

Further, such displays were targets for discussion among the students. Each student was given an opportunity to visit the

multisensory displays and the ideas were discussed with groups of students on a daily basis.

The targeted teachers rated the curriculum materials as an improvement over previous years. (See Appendix N.) Based on attendance patterns, informal surveys, behavioral observations and feedback from discussions, teachers became increasingly aware of their responsibility to review updated articles, research, and journal readings. The use of professional journals was encouraged to provide information on the latest trends in curriculum. New curriculum guides were distributed to all staff members so that they could be incorporated into classroom planning as a further resource for teachers. The teachers worked together as a team to update each other on materials being used in the classroom. The teachers gained confidence in delivery of the units with the support from the writer and the second-grade team. Peer coaching developed as an unexpected outcome. This method developed better methods of implementation through feedback pertaining to social studies instruction.

The teachers felt that the resource people they incorporated into the classroom setting were a source of additional information for the student/teachers. This experience further allowed students to interact with many cultural/ethnic groups on a first-hand basis. The teachers observed that this strategy allowed students to become more knowledgeable about multiculturalism. The teachers observed less stereotyping and stated that the students were more aware of differences among the students as well as among the targeted teachers. The writer developed a log of resource people from various

countries, listing their special skills, the nature of their presentations, and any special material required for a visit. This log of information is now being housed in the resource center of the library and can be revised as needed. Each teacher did promote community interaction by having these resource people make a visit to the classroom. To assess the number of resource people used within the second grades to relate cultural diversity, teachers completed weekly tally sheets. In addition, the target teachers meet regularly to review elements of the program and received updated materials for their use in their classrooms. An unpredicted result, during this part of the implementation period, was that resource people invited the targeted teachers to attend a special festival (Festival of Dolls) at the University of Pennsylvania Museum). All seven teachers attended this special ceremony and returned to school and shared the event with all the staff members at a faculty meeting. This exchange between targeted teachers and staff demonstrated a commitment to multiculturalism. The incorporation of community resource people into the school community was a direct outcome of the fourth behavioral objective of this practicum. The writer was available to support those involved as well as to consult as needed.

Since parents requested to meet beyond the scope of this practicum, this clearly demonstrated a needed vehicle for them. The principal has considered establishing regular meetings over the summer to address such issues in the future.

Behavioral objective for the parents was to volunteer in the classrooms and/or library. The targeted parents served as resource persons both in second-grade classrooms as well as the library.

Through recording the attendance, it was noted that some parents volunteer in the library more than in the classrooms. When asked, the parents were very open with their remarks and indicated that their inability to speak very good English made them uncomfortable in the classroom setting. They also stated that they were shy, reserved and hesitated to make any mistakes. The writer worked closely with the librarian and encouraged this group to read folktales to the second-grade students when they visited the library. Through this practicum this group of parents also became ready to come into the second-grade classrooms to share before the end of the school year. Another group of ethnic parents, needed no encouragement and were very willing to come into the classrooms of the targeted teachers to present multicultural material to the students. They did an excellent job with parents presentations. The parents attended the International Club Meetings on a voluntary basis and were offered suggestions to help them become a more integral part of the school community. The English as a Second Language Teacher (ESL) helped to facilitate a close relationship with the ethnic parents and the targeted teachers. The writer met with the (ESL) teacher on a regular basis to coordinate the non-English speaking parents into the mainstream of the school. Many strategies were developed and the writer encouraged them to help with various projects which did not necessarily mandate English. Such activities not only gave this small group a feeling of being wanted but also as an additional opportunity to see the school environment as a friendly place for everyone. This group gained confidence as the program progressed and they believed they were contributing to the school in a small but important way. They had opportunities to

develop skills to work with students and volunteer in the target classrooms as well as the library. In addition to the above objectives, the parents attended voluntary bi-monthly meetings. The following topics were most frequently discussed:

- homework;
- expectations of teachers;
- grading;
- behavior;
- handbook of rules and procedures; and
- personnel to see regarding particular problems/concerns.

The writer invited guest speakers (counselor, reading specialist, and team leaders), to attend these scheduled meetings. The reading specialist discussed the reading requirements of students, the counselor addressed parenting skills, the team leaders spoke specifically on grade appropriate behavior and expectations for students. The meetings were informal to encourage the parents to feel comfortable as they discussed concerns or asked general questions. In addition, the writer developed a pamphlet with information regarding the school/community for ethnic parents.

Using this method there was an integration of curriculum in a practical sense. The interdisciplinary approach further collaborated alternative strategies to international multicultural studies at the primary level. The proposed model was evaluated on an on-going basis to further facilitate the specific goals of the practicum.

The writer took an eclectic approach to solving the problem of the student's lack of understanding and appreciation of cultural diversity through interdisciplinary, multicultural education. With a

three fold focus the writer addressed teachers, students and parents in the model program.

Report of Action Taken

The practicum process occurred as planned with many exciting and unanticipated outcomes. With the magnitude of the practicum the writer discovered that the objectives were many and could have been consolidated for ease of implementation. The organizational componet was at times overwhelming but produced some cooperative planning, leadership skills and creative problem solving.

The process began when the writer reviewed the literature and then met with seven regular education teachers, principal, guidance counselor, support staff, parents, superintendent, and assistant superintendent of curriculum to discuss the action plan. The process went very smoothly and the administrative staff was very interested. With administrative support the writer met with the members of the social studies committee, personnel at the International House of Cultural Studies in Philadelphia and other resource personnel for ideas to incorporate the community into the project. The project was ready for implementation.

The practicum has three major componets; parents, teachers, and students.

The writer made arrangements to administer pre-questionnaires to targeted parents and collected the data and began the practicum goal:

- conducted informal meetings with the ethnic parents to promote volunteering in the second grade classrooms/library;
- discussed feelings and problems at follow-up sessions;
- introduced the International Club to the ethnic parents;
- invited this group to attend the voluntary bi-monthy meetings;
- encouraged parents to serve as resource persons at least once during the implementation period;
- conducted follow-up responses to letters sent to parents; and
- conducted post-questionnaire which rated their personal skills along a five point scale in adapting to the environment.

The second componet for the practicum were the elementary teachers. The writer began the first in-service workshop for the targeted teachers and discussed "multiculturalism". Informal follow-up sessions were conducted to allow for discussions of issues presented during the first in-service workshop. The second in-service workshop was presented and the teachers completed the workshop evaluations forms. The teachers were very pleased to be given an open forum for discussions. The team of teachers have known each other for sometime and feel comfortable with each other's strengths and weaknesses. This factor played a major force in the success of the program. The teachers implemented multi-sensory displays and addressed questions regarding the impact on the school community. The writer conducted team meetings to evaluate the materials being used to integate multicultural concepts across the curriculum. During the team meetings brain storming strategies were

incorporated as a method of problem solving. This method allowed for interaction among the team members and many suggestions for improvement came from the sessions. The writer logged the resource people coming into the second-grade classrooms and recommended strategies for teachers to use to help the parents make the transition between home and school. The writer encouraged the teachers to engage in role playing to practice the suggested strategies. This method served as a tool for the teachers and their comfort level was increased tremendously. Finally, the writer administered the pre-questionnaire regarding the understanding of multicultural students and ethnic issues. The data was summarized and the results discussed with the team members. The writer administered the post-questionnaire at the end of the implementation period and compared the results with the teachers. After the discussion of results the problem areas were addressed by all involved in the practicum and this allowed for the team to have an active role in the practicum process.

The last componet involved the students. The writer;

- evaluated data on the "EQA" and summarized the information;
- conducted multicultural model for targeted students;
- conducted student activities;
- initiated the "Expressive Arts Learning Center";
- monitored students' progress;
- logged activities completed by the students;
- supplied a scrapbook for the school library of students' work;
- administrated pre-questionnaire to students regarding multicultural/global issues; and

- administered matching test to evaluate the students' knowledge base.

The students were involved in many activities which were unexpected outcomes of the practicum such as the World Children's Day Foundation. They participated at the world level in a program involving children from around the world. The students worked on projects as teams and presented their finished projects to a panel of judges to evaluate the results of their hard work. They became aware of people's needs and also realized their impact on others. This activity was very worthwhile because the targeted students come from a social-economic group which does not want for much. The program allowed the students to view others in a different perspective.

CHAPTER V

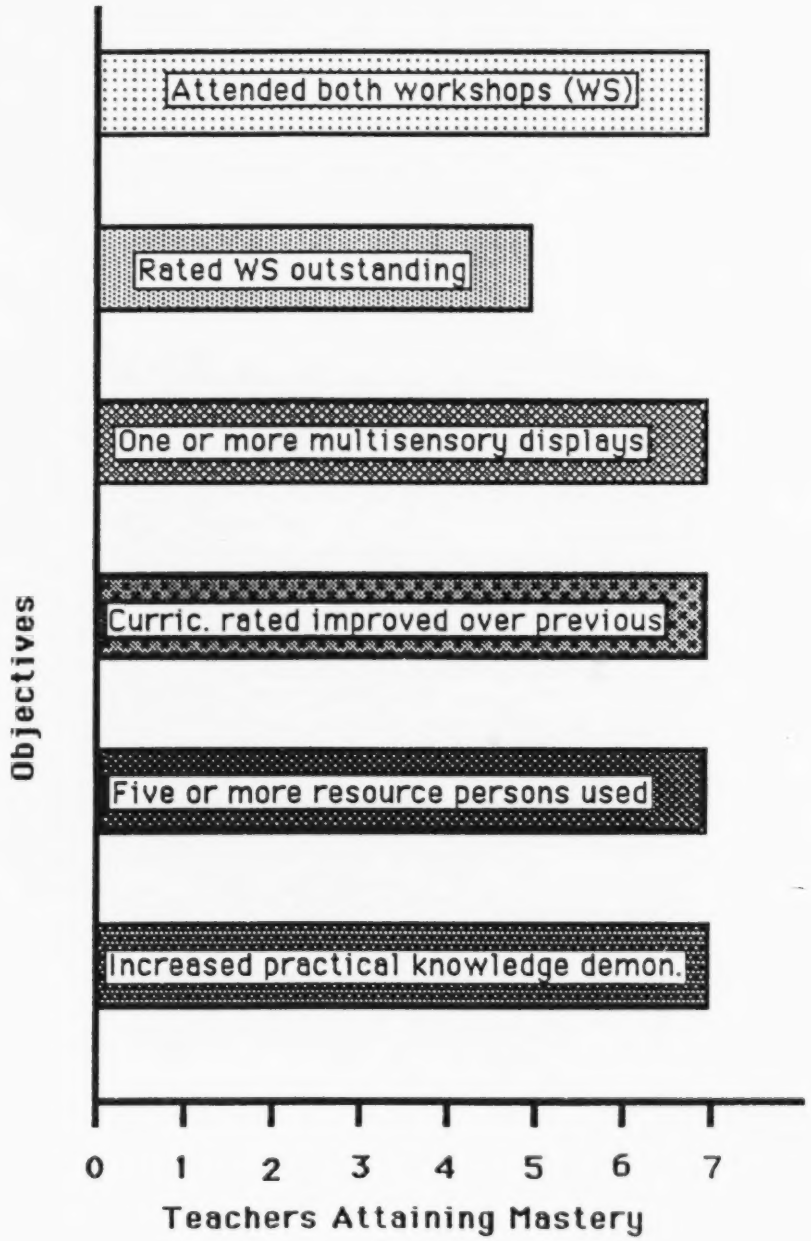
RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The goals of this practicum were successfully attained. Improvement was found in teachers' knowledge of multicultural groups; increased students' appreciation and awareness of cultural diversity was achieved through interdisciplinary, multicultural education; and parents increased their involvement in the community and the school setting.

Seven out of seven teachers attended both inservice workshops and five out of seven teachers rated the workshops as outstanding. Two additional teachers become part of the practicum after the proposal was written up. Seven out of seven teachers developed and shared one or more multisensory displays during the implementation period. Seven out of seven teachers rated the curriculum materials as an improvement over previous years. Seven out of seven teachers reported the inclusion of five or more community resource people within their multicultural classroom curriculum. Seven out of seven teachers' results from the pre to post questionnaires reflect an increased practical understanding of multiculturalism. See Figure 1 to support this data.

FIGURE 1
Summary of Results for Teacher Objectives



In addition to in-service evaluations, the following comments were shared by the teachers at the end of the second in-service workshop:

1) I see a need for curriculum which provides for learning and applying multidisciplinary concepts;

2) I now have a broader knowledge base of multicultural understanding;

3) I look forward to using some of the new materials on the global perspectives to further my own understanding of this issue;

4) I really did not understand how different cultures relate to the whole issue of "schooling". This interaction has allowed one an opportunity to learn and reflect on one's own teaching method; and

5) Could we meet informally to ask questions as we work through the goals?

These comments were shared with the members of the social studies committee, and evaluations were distributed to all committee members.

Teachers had five or more resource people within their classroom settings during the implementation period as seen in Table 3. The results also show that seven out of seven teachers were more willing to have additional resource people into their classrooms to make presentations. Since tallies were conducted weekly, it was easy to assess that the number of resource people increased from the first week to the last week of the implementation period.

Table 3

Teachers' Tally of Resource Personnel from the Community

No. of Teachers	Dates									
	1/27	2/1	2/16	2/28	3/10	3/20	4/5	4/12	4/19	4/28
1		X	X		X		X		X	
2	X	X	X	X	X	X	X	X		X
3	X			X	X	X	X			X
4	X	X	X		X	X	X	X	X	X
5	X	X		X	X			X		
6	X		X	X		X		X	X	X
7		X	X	X	X	X	X	X	X	X

Surprisingly, one resource person was asked to make several presentations in all seven classrooms. This may have been due to the presenter's knowledge level and ease of relating to the targeted students.

The presenter stated that he enjoyed making several visits to the school and was delighted to share his ethnic background with the others.

The final objective for teachers was to assess each teacher's multicultural students. The results of the pre- and post questionnaires (See Appendices M and N) showed an increased understanding of practical multiculturalism; Table 4 combines data to indicate overall change. The questionnaires based on a scale of 1-5; definitely true [1], partially true [2], little evidence [3], absent [4], and unknown [5] in terms of mastery of specified areas of "multiculturalism".

Table 4

Pre/Post Teacher's Questionnaires

Question #	Definitely True Pre/Post	Partially True Pre/Post	Little Evidence Pre/Post	Absent Pre/Post	Unknown Pre/Post
1.	0/7	1/0	3/0	0/0	3/0
2.	2/6	1/1	1/0	0/0	3/0
3.	1/5	4/2	2/0	0/0	0/0
4.	0/7	1/0	6/0	0/0	0/0
5.	0/6	1/1	1/0	0/0	5/0
6	1/5	1/2	3/0	0/0	2/0
7.	3/7	2/0	1/0	0/0	1/0
8.	1/6	1/1	2/0	0/0	3/0
9.	1/4	2/3	3/0	0/0	1/0
10	0/6	1/1	2/0	0/0	4/0

The targeted teachers were eager to learn new terminology, develop strategies, and new materials. They recognized a need for presenting material with a greater understanding of the meaning of multicultural/global concepts. The teachers did a considerable amount of outside reading on global issues and became more flexible in their classroom scheduling. The writer shared current research with the team on issues involved with the multicultural student. The article by Nakayama (1989) was extremely helpful in giving profiles of a cultural group. Teachers found this article useful in clarifying examples of cultural expectations. Changes were assessed and recorded in the writer's observational log.

In terms of behavioral expectations for each student, the first was to participate in a global/multicultural awareness program with activities relating to self and others that highlighted human interdependence. The students' scores on the Educational Quality Assessment (EQA) section entitled "Understanding Self and Others" showed an increase from previous years (See Table 5 below).

Table 5

Improvement in Educational Quality Assessment Results

School Year	No.Students	Understanding Others	Knowledge/Appreciation of Human Accomplishments
1986	119	7*	15*
1987	105	6	12
1988	121	5	15
1989	110	24	25

*Percentiles

The second grade students' participation in the practicum experience showed an increase in "Understanding Self and Others". The "EQA" results showed an increase as seen in Table 1 Chapter 2.
The writer senses the increase was due to two factors:

1) the commitment of the school district to monies for materials to help in developing a better understanding of self and others; and

2) the encouragement to teachers to try innovative programs concerning "Understanding Self and Others."

This attitude was perceived by the students, and they in turn improved their scores in the section of "Understanding Self and Others" on the "EQA" tests as previously noted. Harris (1986) stated the importance of students having a vision of the world seen from a perspective of individual nations. It is thus important to give students an opportunity to have a broader view of others' cultures/ethnic groups. This transfers to students a greater understanding of self and others. The results indicated a substantial increase from 1986 to 1989. This increase can be related to students' participation in the multicultural awareness program.

The second behavioral expectation for the targeted students' was to demonstrate an understanding of similarities and differences by completing four activities from the "Expressive Arts Learning Center". Eighty-eight students completed four or more of the activities.

The log information was summarized and submitted to the social studies committee and should provide a means of addressing the program's goals. By pointing out the needs of elementary students for a more global perspective, this data should assist the committee in addressing these needs. Students will learn more about the interdependent nature of the "world" through the use of this material. Rothman and Irwin (1989) support this view in its entirety.

The fourth behavioral expectation for the students in this practicum was to participate in five simulation games regarding ethnic contributions. The results were shown and reviewed by the second-grade team. The teachers believed they were generally successful. In response to a concern that two of the five games were a little too

difficult for some of the students to handle on their own, adaptations were made to reduce perceived problems.

Students' participation in the on-going activities demonstrated interpersonal skills as noted by teacher observations and summarized in Table 6. (See Appendix P.) Sixty-four of ninety-eight students participated in five or more of the simulation games after which Second-Grade Team discussed students' participation.

Table 6

Ratings of Ninety-eight Students' Interpersonal Skills/Activities

Skills/Activities	Students' Attaining Goal
1. Sensitivities	72
2. Two-way Communication	67
3. Knowledge and Ideas	64
4. Listening Skills	82
5. Cooperative Learning	80

The fifth behavioral expectation for the students was to have the students' work placed into a scrapbook and logged into the library collection. All targeted students participated in the student recognition program and the activities were pleasantly expanded as the students requested to continue the awards during lunch periods The students began to work cooperatively by tables and included the ethnic students in their trivia questions on countries, customs, foods, flags and games of children around the world.

A scrapbook was also compiled and placed in the library. All students' work, newspaper articles, publications and awards helped to nurture a realistic self image among all students. The students appeared to feel good about each others' accomplishments and fostered a good self image among all students.

The assistant superintendent of curriculum not only reviewed the activities but also was directly involved with presentations of some of the students' awards. He shared the scrapbook with the school board as an outstanding project within the district which is committed to nurturing a realistic self image for all multicultural groups. The long range goals for the district reflect the commitment to implement this goal.

The sixth behavioral expectation for second grade students was to respond verbally and non-verbally to emotions presented through song, dance, writing, poetry and art. The results indicated that students' involvement in affective areas is very important to the overall study of the "World". Teachers' perceptions were compared by classrooms and shared with the second-grade team at informal discussion meetings. These meetings provided an open forum to discuss alternative strategies as well as the results of this objective.

The seventh behavioral expectation was for students to respond to a pre- and post-questionnaire regarding multicultural/global interdependence. The ninety-five students completed both the pre- and post- questionnaires and demonstrated an improved level of multicultural/global interdependence (See Table 7.)

These results indicate that the students gained a better understanding of multiculturalism. The students showed a greater

interest in the world and its problems. They also were aware of the needs of children from around the world as demonstrated by letters written to the President requesting stronger guidelines for "world environment (the greenhouse effect).

Table 7

Students' Pre/Post Multicultural Questionnaire*

Question#	PRE YES/No	POST YES/No
1	55/41	90/6
2	25/71	81/15
3	28/68	85/11
4	17/79	73/23
5	6/90	95/1
6	64/32	89/77
7	70/26	96/0
8	5/91	96/0

* (See Appendices Q and R.)

One variable for which accommodations were made, was the reading ability of special education students. These students were given the pre- and post-questionnaires orally by the special education teachers because the students were unable to handle the questionnaires on their own. The results were tallied with the group and reported. The special education teachers worked very closely with the second-grade team and even shared information and materials with the regular education teachers. Throughout this program the special education teachers worked directly in the

classrooms so that the special education students could be a part of the overall program. This allowed the activities to run smoothly and without any disruption to the overall study of multiculturalism.

The eighth objective was participation in the World Children's Day Celebration Week. (See Appendix W.) Ninety-six targeted second-graders out of a student population of 590 students participated in the event. The week's activities began with a visit to the United Nations General Assembly by a delegate from the second grade. The students were also encouraged to participate in a community out-reach project which evolved from the practicum work. (See Appendix X.) Using the theme "How Can You As A Child Show Peace?", the second-graders became directly involved with the residents of the Elywn Institute by writing cards and letters to their special friends at the Institute; they became pen pals to some of the residents. Other students made crafts for the elderly group. These activities gave students an opportunity to move beyond their own environment and help other people to understand love, caring, and sharing. In so doing they gained a better understanding and appreciation of others. During visits, second-graders interacted with their special friends by reading their letters, and speaking informally to the residents. An added benefit of this project was that students gained knowledge of letter writing and cooperative learning skills. An unexpected outcome from the second-grade community out reach service project was an award which was presented to the second-graders entitled "Outstanding Handicap Award for 1989". (See Appendix Y.)

To address the third element of the practicum, concerning the parents in the school community, a series of activities was conducted

to encourage more interaction with the ethnic parents and the school. Based on attendance patterns, surveys, behavioral observations, and feedback from discussions, parents became increasingly aware of their responsibilities to their children as well as the school environment. They showed an increase of 48% in their level of volunteering within the classrooms of targeted teachers during the implementation of the program. The writer tallied attendance through a sign-in sheet at the main office of the building, where the secretaries were very gracious to these ethnic parents. The parents were most willing to volunteer for jobs and desired to help the school in a real, tangible way.

The second behavioral objective was for parents to attend bi-monthly meetings to discuss school concerns. Many targeted parents attended voluntary bi-monthly meetings. An improvement of 34% was noted over last year's participation level and 85% over the level of participation two years ago.

The fourth behavioral objective for the targeted parents in this practicum was for each parent to develop personal skills in adapting to change in a new environment. The pre- and post- questionnaire showed that twenty-two of the ethnic parents demonstrated an improved level of comfort/adaptability to the school environment. This could be attributed to the strong feelings of parents to eliminate discrimination and stereotyping. They also expressed a greater understanding and appreciation of other ethnic parents. As a result of this practicum, sharing was seen throughout the school community with all the ethnic parents.

Conclusions

The practicum described in this report was designed to address the following issues:

1) There existed a multicultural insensitivity among students, staff, and parents; and

2) There was a lack of curriculum addressing multiculturalism.

Evaluations' results suggest that in-service training efforts were successful in decreasing the multicultural insensitivity among staff and the workshops for parents produced a greater understanding of their role in the school community. Students' interaction during the implementation period showed an increase in appreciation and understanding of ethnic groups. The evaluations support these findings.

The multicultural model provided individual team members and the teams as a whole with a systematic focus for their decision making undertakings. This aspect of the practicum was particularly obvious to the writer during implementation monitoring, and is felt to reflect the systematic nature of the model overall. Initial concerns raised during in-service discussion periods with regard to the teachers' overall responsibilities for determining success were clarified and addressed. However, the use of a peer coach would help to minimize concerns involving strategies and supplemental activities for the gifted and remedial students. Although the writer did identify the need for sample lessons in the classrooms the time factor was a limitation for the team members. An informal follow up regarding time constraints

was the most frequently stated reason for concern during the evaluation phase.

The recognition of individual members' responsibilities helps to promote increased involvement and commitment to the awareness model. The success of this model was due to the fact that the team has a professional respect for each member and a trust factor was well established before implementation of the model. Findings also suggest that the model was successful because of the support the writer received from the principal in the building. Administrative support at the building level will improve compliance with evaluation requests. This aspect is very important to anyone considering such a model.

In summary, the practicum described in this report enabled teachers/ support staff, students and parents to operate more successfully as individuals and as a nation in this competitive world. The writer supports Smuckler and Sommers (1988) in trying to develop strategies that will work to provide international/global education that is essential for both the average citizen and the specialist in the years ahead. There is no more noble calling, in the last quarter of the twentieth century, than to help the people of the world to live together in peace and understanding, with a fully developed spirit of inquiry about other cultures and other ways. One sees continual evidence on how properly one is preparing the future citizens to understand and appreciate the "world". Kirkwood (1989) reported that the elementary teachers, in particular, are well-positioned to infuse a global perspective in what they teach. She furthered suggested that when teachers are trained to view content with a global perspective, "they will become global teachers for life."

The writer did not find it difficult to marshall convincing evidence that many American students leave schools without the basic groundwork for understanding or analyzing global concerns. A Gallup poll for the National Geographic Society released last year found that American 18- to 24- year olds ranked last compared to their peers in eight other nations (Sweden, West Germany, Japan, Canada, Italy, France, the United Kingdom, and Mexico) on a test of geographical knowledge. Of all adult Americans surveyed, 75% could not locate the Persian Gulf on a world map; 45% could not locate Central America (O'Neal, 1989). The writer found further research that showed that American students of all ages know little about other cultures, groups, and nations, and are suspicious and ethnocentric in their attitudes toward those who are different from themselves (Kneip, 1985).

This statement shows that "we" must move rapidly, before it is too late. Our educational system starting from the University level and filtering downward to the elementary schools must create intellectual and emotional receptivity which will permit communication and humane transaction to occur between and among all people (Dale, 1988). But, the writer has shown positive results using a model to promote a greater understanding and appreciation of others. One must begin early and continue with a multidisciplinary curriculum through the elementary years and improvements will result as supported by the evaluations of the writer's model.

The writer finally states that it is important to receive the "grassroots" of international understanding. The International Development Conference is coordinating a program dubbed "Worldwise 2000" which has designated the decade of the 1990's as

one for promoting international understanding and cooperation (O'Neal, 1989). This is but one way the educational system can get behind its students in order to promote a greater understanding and awareness of global issues as well as a greater understanding of self and others. The writer's model indicates a method for consideration and evaluations indicate success can occur with dedication from staff, supporting staff, students and parents. Smith (1988) noted that global education is in the very early stages but we are projecting toward the future with a long range plan. Weuff (1987) suggested the use of dance, creative movements and games to enable students to develop a global perspective. He remarked that "Developing experiences in cross-cultural situations will allow students to learn basic skills of participation". Wueff further recommended bringing international students into the classroom to demonstrate these activities. The writer supports Wueff's suggestions and adopted many into the awareness model for the students. Success was reported and data supports the claim that students enjoy learning about their future using these methods.

Unanticipated outcomes of the evaluation included numerous requests for in-service sessions for additional teachers regarding the piloted model within the school. The writer has been selected to represent the state of Pennsylvania in an International Exchange Program in Japan "The Pennsylvania Omiya Japan Educator Program in July-August 1989". (See Appendices Z and AA.), where the writer will share the practicum model with a group of Japanese educators. In addition, the students received an award entitled "Outstanding Handicapp Award for 1989" for a community out reach service project

which encouraged a greater understanding and appreciation of others. Finally, a delegate from the second grade and the writer attended the World Children's Day Celebration in New York City. The delegate spoke at the General Assembly regarding the theme "How Can You As A Child Show Peace?" The orientation, monitoring, and evaluation resulted in the model being well received by all involved in the practicum.

Recommendations

The practicum described in this report was designed to permit teachers, students and parents to operate more successfully as individuals within a nation in this competitive world. While many of the strategies of this practicum are directly applicable to other settings, several recommendations emerged from the second-grade team. First, workshops for parents who are presenting in the classrooms should be conducted to make their work more meaningful. Such workshops might include role playing, discussions of appropriate pictures, artifacts, and music to share. In addition to parents, resource people for speaking engagements in the classrooms or for the World Children's Day Celebration may also be obtained through collaborative efforts of local universities. This would expand the dimensions of a multidisciplinary approach model and extend children's learning.

Before beginning such a broad-based, time-consuming effort, sufficient resources and commitment must be obtained initially. Coordination on all levels is essential for successful implementation,

also consideration should be given to incorporating such aims into the school's long range goals.

To assist in coordination, it is important to assign an individual to fully monitor the social studies curriculum and supervise its implementation at the elementary level. While some districts are unable to supply monies for such a position, release time on a regular basis for coordination and evaluation of a model program may be cost-effective.

Adequate materials must also be provided for successful implementation of a multicultural program. In addition, to books audio-visual materials and computer software are needed to enrich the program. These materials must be reviewed and selected based upon their consistency and correlation with the new curriculum.

In-service time should be provided to specifically address problems related to any curriculum area with social studies being no exception. Such time is critical not only for improving communication but also training teachers to use different strategies and materials. Enrichment activities should be developed to supplement activities for brighter and remedial students.

The use of professional journals by classroom teachers should be encouraged to provide current information on the latest trends in curriculum. Current curriculum guides should be distributed to all staff members so Teachers can have direct input into new materials when the social studies curriculum as it is evaluated. New materials may also be incorporated into the existing program on a pilot basis.

Administration should assume a greater role in the supervision of classroom instruction time to insure uniformity for each subject

area. This will allow administration to provide more realistic feedback in the revision of a curriculum. There is a need to have more uniformity in content area across the district.

A final recommendation is directed toward the monitoring of all the objectives for the targeted populations. This was a tremendous job and one could consolidate some of the goals and objectives for this group to expedite the evaluation process. The evaluation process is a time consuming task that requires administrative support and compensation time to develop the formative and summative evaluation and monitoring of the practicum.

Dissemination

The final version of this report will be submitted to the assistant superintendent of curriculum and the social studies committee for review and consideration for model implementation throughout the school district. If implemented, the model would impact hundreds of students and teachers.

The results of the piloted model will be shared with the superintendent of the schools and the program's results will be included in the minutes to the school board. Other avenues of dissemination include:

1) publishing articles in local, state, and national periodicals;
2) providing in-service workshops for interested teachers;
3) presenting results to:
   - the Center for Dissemination of Innovative Programs (Phi Delta Kappa);

- the International Exchange in Japan (The Pennsylvania Omiya Japan Educator Exchange Program in July, 1989);

4) submitting the final report for consideration in the Office of Education's Educational Resources Information Center (ERIC) database system;

5) distributing abstracts to cluster students of Nova University and other interested people; and

6) interested parent-teacher organizations continuation of the Community Out Reach Service Project.

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APPENDICES

APPENDIX A

MINUTES ON INTERRELATIONS AMONG STAFF AND STUDENTS

MINUTES

COLLECTED FROM STAFF MEMBERS DURING TEAM MEETINGS

During the pre-planning sessions, teachers quickly realized that it would be necessary for some staff development on multicultural education programs.

It was also stated at these sessions that as a group one should identify his/her own ethnic background so that one could share his/her heritage with students. Activities need to be developed for use in the classroom setting.

It was also stated at these sessions that the adults involved in the pilot program be able to recognize one's values and in so doing accept others.

Communication is an important element in any successful program and the group recognized that some thought should be focused on how the group could prarticipate in accepting others' ideas.

Teachers feel strongly that there are no materials on the reading level of second grade students.

Teachers would like to learn how to implement a multicultural education program using a interdisciplinary approach.

It was finally stated that staff, students, and parents be involved in a pilot program on multiculturalism/global education.

---

* These statements were summarized for ease of reading. The staff was willing to comment openly about the need for a multicultural education program for the elementary student.

APPENDIX B

EDUCATIONAL QUALITY ASSESSMENT

The School Report on the Educational Quality Assessment is being housed in the Ithan Elementary School Office. This document will be made available upon request through the school principal.

The Educational Quality Assessment (EQA) has been offered as a service to Pennsylvania's school districts by the Pennsylvania Department of Education since 1970. During that time, the assessment package has undergone several revisions which included changes in the areas and concepts measured, updating of the items that measure them and changes in the grade levels assessed.

EQA measures eleven of the twelve Goals of Quality Education (there is no measure of the Family Living goal) with nine cognitive and two non-cognitive "full" instruments (30- to 60-item measures) six noncognitive "short" instruments (6- to 27-item measures).

All the data can be used to improve the school in some way. Many schools and districts rely on EQA data for much of their long-range planning activity since it provides the only information available on several of the twelve Goals of Quality Education. The different types of information in a school's report can be used selectively for inservice, curriculum development and staff development programs.

NEEDS ASSESSMENT
INFORMATION PROFILE

Date _____School_____ District_____

I am a regular education teacher 25
- a special education teacher 6
- a special subject teacher (art, music, physical education, librarian, or reading specialist) 15
- other (English as a Second Language teacher, counselor, psychologist, nurse, support staff, parent) 105

I have had experience with multicultural education students and their parents: Yes 42 No 109

In our building there is a need for:	High Need 1	2	3	4	Low Need 5
1. The staff to meet as a group to discuss multicultural education.	15	23	21	3	2
2. Staff development to enhance the skills of the educators who work with the multicultural student.	8	4	5	1	1
3. Understanding personal strengths and limitations.	23	12	16	5	8
4. Develop knowledge of individual and cultural similarity and diversity that leads to an understanding of human interdependence.					

	32	10	4	2	2
5. Improvement of interpersonal relationship skills.					
	10	8	3	4	5
6. Develop knowledge of roles and contributions of others.					
	19	3	2	5	1
7. Materials to use with the multicultural/ethnic student.					
	12	5	5	4	1
8. Participate in a global awareness program with activities relating to self and others and highlighting human interdependence.					
	21	20	12	3	3
9. Develop knowledge or roles and contributions of others.					
	10	13	11	6	7
10. Develop curriculum across all subject areas.					
	18	12	14	2	1

APPENDIX D

MULTICULTURAL/GLOBAL EDUCATION-STUDENT SURVEY

Instruction to teacher:

1. Discuss the major multicultural groups in the community (school and district) and ask your student to identify the group with which they identify.

		Number	Percent
A.	Black	_____	_____
B.	White	_____	_____
C.	Hungarian	_____	_____
D.	Japanese	_____	_____
E.	Korean	_____	_____
F.	Chinese	_____	_____
G.	Northern India	_____	_____
H.	South American	_____	_____
I.	Pakistan	_____	_____
J.	German	_____	_____
K.	Russian	_____	_____
L.	Irish	_____	_____
M.	Native American	_____	_____
N.	Australian	_____	_____
O.	Taiwan	_____	_____
P.	French	_____	_____
Q.	Spanish	_____	_____
R.	Great Britain	_____	_____
S.	Other (List as Needed)	_____	_____

2. Briefly explain the history of immigration to America and the resulting cultural diversity. Use a world map or globe.

_____

_____

_____

_____

A. Ask students if they know where their grandparents, great grandparents or earlier ancestors came from...

1. List countries and/or area of the world as a class:

_____

_____

2. How many students are aware? (Please use percentages)

_____

_____

B. Ask students if they have friends or relatives in another country...

List:

_____

_____

C. Ask students if they have traveled to another country. List the countries traveled to or visited:

_____

_____

3. How many students speak another language?

_____

_____

4. How many students hear another language spoken at home?

_____

_____

5. What are some things that are similar in all multicultural groups?

_____

_____

6. What are some differences in all multicultural groups?

_____

_____

7. What are some things that you would like to learn about children from around the world?

_____

_____

8. What are the customs, traditions and costumes of your ethnic group?

_____

_____

9. What are some of your limitations?

_____

_____

10. What are some of your strengths?

_____

_____

11. Name the flags on the attached list...

_____

_____

12. Would you like to learn more about children from other countries, their customs/traditions, their life-styles and their religions? If yes, please discuss...

_____

_____

****

If there is anything you would like to do or say regarding this form please feel free to write down your suggestions...

_____

_____

APPENDIX E

MULTICULTURAL/GLOBAL EDUCATION-STAFF SURVEY

NAME OF STAFF MEMBER: _____

1. **With what multicultural/ethnic group do you primarily identify?**

_____

_____

_____

_____

2. **What is your pre-American nationality (ties)?**

_____

_____

_____

_____

3. **Do you have relatives or friends with whom you correspond or visit who live in other countries?**

_____

_____

_____

_____

4. **Would you be willing to share your ethnic group with the students in the pilot program this year?**

_____

_____

_____

_____

5. **In what ways do you identify most with your ethnic/cultural group? (Check any that apply and explain).**

Religion _____

_____

Customs _____

_____

Clothing _____

_____

Foods _____

_____

Speech/Language _____

_____

Special Occasions _____

_____

Celebrations _____

_____

Other _____

_____

6. **In what countries have you traveled?**

_____

_____

_____

7. **Do you have materials and/or experiences unique to your cultural group that you could share with others? Please list or describe:**

_____

_____

_____

_____

8. **Do you feel the instructional materials you are presently using are representative of the cultural diversity in our community?**

_____

_____

_____

_____

9. **Do you feel we have representative from a variety of multicultural groups and that we use them as resource people within our school community?**

_____

_____

_____

_____

10. **Does our library have current materials on a variety of cultures on the reading level of our students?**

_____

_____

_____

_____

APPENDIX F

STAFF INTERVIEWS

STAFF INTERVIEWS ON MULTICULTURALISM

Sample of responses given by staff members regarding the concept of multiculturalism/global education...

-The students in the building have difficulty with foreign students. The foreign students seem to be isolated and not included in the mainstream of things.

-There seems to be a need for in-service workshops to acquaint the faculty with the concepts of multiculturalism and how they can fit this concept into the curriculum.

-The parents of our foreign students do not volunteer in the school because of their shyness and language barrier.

-Staff and students need to increase their positive attitudes toward the people of other countries.

-Education is needed so one can reduce stereotypes and prejudices one might have toward people of other cultures.

-One needs to learn ways of communicating with the non-English speaking students in our building.

-Sharing of cultural experience(s) with students in the building.

-Involve the multicultural group in school-wide activities.

APPENDIX G

IN-SERVICE WORKSHOP I

ITHAN ELEMENTARY SCHOOL

Telephone 215-527-1357

695 CLYDE ROAD BRYN MAWR, PENNSYLVANIA 19010

TO: Teachers of Second Graders, and other staff members in the building.

FROM: Ms. Bonnie Blandy Steele

RE: Schedule for In-service Workshop

All elementary teachers involved in the pilot program on Multicultural/Global Education will be asked to attend an In-service Workshop at Ithan Elementary School. During this workshop teachers will be asked to participate in various activities.

Time:

8:15 to 9:00	(On scheduled days to be announced)
8:15	(Introduction to Staff)
8:50	(Definition of Terms)
9:00	(Wrap-up for First Session)

Time

8:15 to 9:00	(On scheduled days to be announced)
8:15	(Multiculturalism and the Role of the Teacher)
8:30	(Competencies for Teachers in Multicultural Education)
9:00	(Teaching Strategies)

Time	
8:15 to 9:00	(On scheduled days to be announced)
8:15	(Methodologies)
9:00	(Simulations)

Time	
8:15 to 9:00	(On scheduled days to be announced)
8:15 to 9:00	(Cultural Self-Awareness)

Time	
8:15 to 9:00	(On scheduled days to be announced)
8:15	(Self-Assessment of Multicultural Educational Skills and Attitudes)
9:00	(Role Play)
9:15	(Wrap-up Remarks)
9:30	(Evaluation Form)

Coffee and danish will be avialable beginning at 7:45 A.M. and throughout the morning sessions.

*** I hope you will profit from the morning sessions. Thank you for your cooperation in this In-service Workshop effort. I look forward to our second In-service Workshop which will be announced to teachers.**

APPENDIX H

IN-SERVICE WORKSHOP II

I T H A N E L E M E N T A R Y S C H O O L

Telephone 215-527-1357

695 CLYDE ROAD BRYN MAWR, PENNSYLVANIA 19010

TO: Teachers of Second Graders, and other staff members in the building.

FROM: Ms. Bonnie Blandy Steele, International Coodrdinator

RE: Schedule for In-service Workshop II

All elementary teachers involved in the pilot program on Multicultural/ Global Education will be asked to attend the second in-service workshop at Ithan Elementary School. During this workshop teachers will be asked to participate in various activities.

Time:

4:00 to 6:00	(On scheduled days to be announced)
4:00	(Introduce Objectives to Team)
4:30	(Discuss Goals of the Program)
5:00	(Review Materials and Resources)
5:30	(Address the Lesson Plan)
6:00	(Wrap-up for this Session)

Time:

4:00 to 6:00	(On scheduled days to be announced)
4:00	(Pilot Review and Evaluation)
5:00	(Set-up Times for Observations)
6:00	(Follow-up Phase)

Time	
4:00 to 6:00	(On scheduled days to be announced)
4:00	(Questions and Answers)
5:00	(Teacher's Comments and Suggestions)
6:00	(Summative Evaluation)

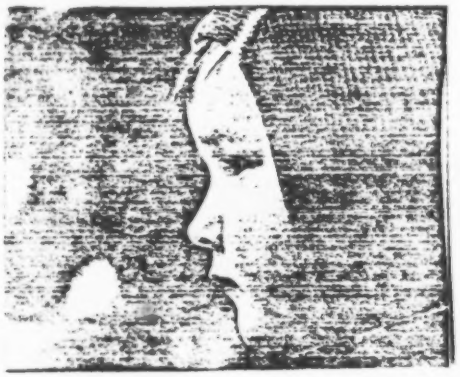
* **I hope you will profit from the session session. Thank you for your cooperation in this In-service Workshop effort. I look forward to our Pilot Program on Multicultural/Global Education. Dinner will be served to all teachers on both evenings.**

APPENDIX I

UNIVERSAL FEELINGS OF CHILDREN AROUND THE WORLD

UNIVERSAL FEELINGS OF CHILDREN AROUND THE WORLD

"Seeing them laugh, sing and play



APPENDIX J

MULTICULTURAL WORKSHOP EVALUATION FORM WORKSHOP I

MULTICULTURAL WORKSHOP EVAUATION FORM*

_____ Workshop _____ Date

Help is needed in evaluating the effectiveness of this workshop. Please indicate your degree of agreement with each statement by circling the appropriate rating.

This Multicultural Workshop:

1. required my active participation and involvement...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

2. accomplished its listed objectives...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

3. would be of great value to others in my school...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

4. was a stimulating experience...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

5. required a reasonable amount of pre-workshop preparation...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

6. has practical application for me...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

7. should be expanded and offered again next year...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

8. will be of value to me within the classroom...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

*Adapted from the Maryland State Department of Education Participant Response Form

APPENDIX K

MULTICULTURAL WORKSHOP EVALUATION FORM WORKSHOP II

MULTICULTURAL WORKSHOP EVAUATION FORM*

_____ Workshop _____ Date

Help is needed in evaluating the effectiveness of this workshop. Please indicate your degree of agreement with each statement by circling the appropriate rating.

This Multicultural Workshop:

1. required my active participation and involvement...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

2. accomplished its listed objectives...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

3. would be of great value to others in my school...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

4. was a stimulating experience...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

5. required a reasonable amount of pre-workshop preparation...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

6. has practical application for me...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

7. should be expanded and offered again next year...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

8. will be of value to me within the classroom...

Agree Strongly | Agree Somewhat | Undecided | Disagree Somewhat | Disagree Strongly

*Adapted from the Maryland State Department of Education Participant Response Form

MULTI-SENSORY DISPLAYS

BULLETIN BOARD TALLY

Teacher's Name_____

School_____

Date of Display_____

Display Theme_____

Strategies Used_____

_____

_____

_____

Comments_____

_____

_____

_____

APPENDIX M

PRE-QUESTIONNAIRE FOR TEACHERS

Rating Scale

1 Definitely True (Everyone practices this)
2 Partially True (Most support this theory)
3 Little Evidence (Few support or practice this)
4 Absent (Practice is not evident)
5 Unknown

Read each of the following statements thoughtfully. Then rate yourself on a 1-5 scale (as indicated above) in terms of whether you have knowledge in the specified area.

_____1. Multicultural education programs reach beyond awareness and understanding of cultural differences in the school setting.

_____2. Educational institutions play a major role in shaping the attitudes and beliefs of the nation's youth.

_____3. The Social Studies Program meets the needs of the Second Grade Students on Multicultural Education.

_____4. The materials used presently in the Social Studies Program address the Multidisciplinary Multicultural Program.

_____5. Teachers in the school setting have a sensitive understanding about their individual ethnic behaviors and characteristics.

_____6. Teachers in the school setting are a knowledgeable about the ethnic groups represented in the building.

_____7. Teachers are aware of superficial or very visible cultural traits (stereotypes) within the school setting.

_____8. Teachers have an understanding of the complex and multidimensional nature of ethnicity in American society.

_____9. Instructional materials treat cultural/ethnic group differences honestly, realistically and sensitively.

_____10. The school library has a variety of current materials on the histories, experiences, and cultures of many different ethnic/cultural groups.

Please feel free to make additional comments below.

_____

_____

_____

_____

APPENDIX N

POST-QUESTIONNAIRE FOR TEACHERS

Rating Scale

1 Definitely True (Everyone practices this)
2 Partially True (Most support this theory)
3 Little Evidence (Few support or practice this)
4 Absent (Practice is not evident)
5 Unknown

Read each of the following statements thoughtfully. Then rate yourself on a 1-5 scale (as indicated above) in terms of whether you have knowledge in the specified area.

_____1. Multicultural education programs reach beyond awareness and understanding of cultural differences in the school setting.

_____2. Educational institutions play a major role in shaping the attitudes and beliefs of the nation's youth.

_____3. The Social Studies Program meets the needs of the Second Grade Students on Multicultural Education.

_____4. The materials used presently in the Social Studies Program address the Multidisciplinary Multicultural Program.

_____5. Teachers in the school setting have a sensitive understanding about their individual ethnic behaviors and characteristics.

_____6. Teachers in the school setting are a knowledgeable about the ethnic groups represented in the building.

_____7. Teachers are aware of superficial or very visible cultural traits (stereotypes) within the school setting.

_____8. Teachers have an understanding of the complex and multidimensional nature of ethnicity in American society.

_____9. Instructional materials treat cultural/ethnic group differences honestly, realistically and sensitively.

_____10. The school library has a variety of current materials on the histories, experiences, and cultures of many different ethnic/cultural groups.

Please feel free to make additional comments below.

_____

_____

_____

_____

EXPRESSIVE ARTS LEARNING CENTER

Teacher's Name_____

School_____

Date of Activity_____

Activity_____

Strategies Used_____

_____

_____

_____

Comments_____

_____

_____

_____

INTERPERSONAL SKILLS AND ACTIVITIES

Students' Number	Skill	On Going Activity
_____	_____	_____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

_____ _____ _____

Comments: _____

_____

STUDENTS PRE-QUESTIONNAIRE
MULTICULTURAL/GLOBAL INTERDEPENDENCE

PRE/POST QUESTIONNAIRE FOR STUDENTS

STUDENTS WILL RESPOND WITH A YES OR NO RATING FOR EACH OF THE FOLLOWING QUESTIONS.

---

1. **Do you want to learn more about children around the world?**

   ---

2. **Your school is called an International School because there are seventeen multicultural/ethnic groups represented in this setting.**

   ---

3. **Children all have the same emotions even if they live in the Jungles of Africa.**

   ---

4. **Many countries have peace and freedom.**

   ---

5. **Are their any students in the school who speak another language.**

   ---

6. **Would you like to learn more about other children's cultures and customs?**

   ---

7. **Would you like to attend a World Children's Day Celebration?**

   ---

8. **Would you like to try different ethnic foods from other countries around the world?**

APPENDIX R

PRE/POST QUESTIONNAIRE FOR STUDENTS

STUDENTS WILL RESPOND WITH A YES OR NO RATING FOR EACH OF THE FOLLOWING QUESTIONS.

1. **Do you want to learn more about children around the world?**

2. **Your school is called an International School because there are seventeen multicultural/ethnic groups represented in this setting.**

3. **Children all have the same emotions even if they live in the Jungles of Africa.**

4. **Many countries have peace and freedom.**

5. **Are their any students in the school who speak another language.**

6. **Would you like to learn more about other children's cultures and customs?**

7. **Would you like to attend a World Children's Day Celebration?**

8. **Would you like to try different ethnic foods from other countries around the world?**

APPENDIX S

MATCHING QUIZ GAME FOR STUDENTS

The format for this quiz will be a game board with matching pieces for students to move around. Each student will have an opportunity to answer questions using the small cards and matching the correct card to the correct answer. The game will be self-correcting so students will have immediate response to their individual answers.

Sample Questions:

-The Summer Olympics were held in what country?

-Name the continents of the world?

-The small continent located in the Southern Hemisphere having seasons reversed from the United States of America.

-Match the flags with their country's name.

-China is located in what continent?

-The Aborigines are natives who live in what continent?

PARENT PRE/POST QUESTIONNAIRES

Name _____ Date _____

The writer needs your help in evaluating the effectiveness regarding the skills one has for adapting to the school environment. Your remarks will assist the writer in continuing to provide opportunities for development of high quality. Please indicate your degrees of agreement with each statement by placing a check mark in the appropriate box.

	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly
1. Do you feel comfortable coming into the school building...					
2. Do you know whom to contact if you are having a problem with your child's school work...					
3. Do you know how to help your child with his/her assignments...					
4. Do you know the physical layout of the building...					
5. Do you understand your responsibilities as a parent in this school...					
6. Do you enjoy presenting to small groups of students...					
7. Do you speak English well...					
8. Do you enjoy volunteering in the library...					
9. Do you understand the grading system...					
10. Do you understand the handbook or rules and procedures...					

APPENDIX U

POST-QUESTIONNAIRE FOR PARENTS

PARENT PRE/POST QUESTIONNAIRES

Name _____ Date _____

The writer needs your help in evaluating the effectiveness regarding the skills one has for adapting to the school environment. Your remarks will assist the writer in continuing to provide opportunities for development of high quality. Please indicate your degrees of agreement with each statement by placing a check mark in the appropriate box.

	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly
1. Do you feel comfortable coming into the school building...					
2. Do you know whom to contact if you are having a problem with your child's school work...					
3. Do you know how to help your child with his/her assignments...					
4. Do you know the physical layout of the building...					
5. Do you understand your responsibilities as a parent in this school...					
6. Do you enjoy presenting to small groups of students...					
7. Do you speak English well...					
8. Do you enjoy volunteering in the library...					
9. Do you understand the grading system...					
10. Do you understand the handbook or rules and procedures...					

APPENDIX V

PARENT VOLUNTEERS CHECKLIST

PARENT VOLUNTEER

NAME OF PARENT_____

_____

RESOURCE_____

_____

TIMES AVAILABLE_____

_____

MATERIALS NEEDED_____

_____

COUNTRY_____

_____

NEWSPAPER CLIPPING

THE SUBURBAN AND WAYNE TIMES 1-C

Many lands represented at Ithan's International Festival

MAKING CHALLAH a bread traditionally associated with the Jewishculture, is kneaded by Erica Hamson and Sarah Sall. Under the direction of Ms. Bonnie B. Steele, International coordinator and second grade teacher, the second annual International Festival drew students together with resource members of Ithan's community for a day of learning and fun for all.

A RUSSIAN PEASANT from the turn of the century was the costume Scott Brillman donned to represent the Russian culture. Geoffrey Gross wears a shirt with the flag of Norway. The parade was the finale of a year long study at Ithan Elementary School of inter-relations among students, staff and the community.

ESTELLE NEWMAN PHOTOS

A DAINTY JAPANESE MISS garbed in traditional kimono is busy making a pasta picture at one of the craft tables at the Ithan International Fair. In addition to crafts of other cultures, students enjoyed music, food and dances representing the many countries of their heritages.

8—Main Line Times,

Ithan Hosts International Day

(Bill Harris Photo)

INTERNATIONAL DAY. The entire school participated in Ithan Elementary School's International Fair Tuesday. Preparing to sing a song were (from left) Emily Riccardo, Fred DiBono, Stephanie Rovera, Gunn Lee, Leilly Lajevara, Laurence Arrington, Reza Nader, Doreen Rustam, Yue-Ting, Mari Noguchi and Shahu Kohli.

By NANCY MORTIMER
Staff Writer

According to Ithan Elementary School Principal Muriel Hopp, 21 nations are represented in the school. The school celebrated its second annual inernational day Tuesday, with booths representing 14 of the nationalties.

Children dressed in costumes from the Scandinavian countries in the north to the oriental nations in the far east.

The booth representing Ireland even had a replica of the Blarney Stone to kiss, of which many of the young students were taking advantage.

Sarah Sall, Shanni Blau and Erica Hansen, all fifth graders manning the Israeli booth, taught the other students how to make challah, the Jewish braided bread traditionally served at the Friday night Sabbath dinner.

Students visiting the Chinese booth learned how to use an abacus and were making Chinese stars out of paper.

Children at the Italian exhibit learned how to make pasta art with the dried noodles. Youngsters were also trying their hands at bocce ball, a traditional Italian game.

At the Spanish exhibit, Radnor High School exchange student Ramon DeJuan from Madrid was teaching the students how to play "Cinquillo," a traditional children's card game in Spain.

Bonnie Steele, a second-grade teacher who organized the event, said that when studying the various continents, the children learn all about each country. The International Fair concept evolved from that.

Students visiting the U.S.A. booth stenciled American folk art, while students at the African exhibit learned how to make native face masks.

Other countries represented included Greece, India, Japan, Norway and Korea.

At the end of the day, all the students formed a parade, some wearing native costumes, many carrying banners representing a variety of nations.

Students started out singing, "My Country Tis Of Thee," and went on to sing songs from all different countries.

Hopp said that they hope to have booths representing sensongs from each class sang songs from different countries all 21 nationalities at the school for next year's fair.

APPENDIX X

ELWYN
Elwyn, PA 19063
(215) 891-2000

LETTER FROM ELWYN INSTITUTE

Marvin Kivitz, Ph.D.
President

March, 1989

Dear World Children's Foundation,

It is with great pleasure and appreciation for me to write to you about the Second Grade Class of Ithan Elementary School, located in Bryn Mawr, Pennsylvania, and their excellent efforts in meeting the "How can you, as a child, contribute to peace?" theme in the form of a very special project for the students of Elwyn.

Since December 1988, the children and their teachers have displayed numerous acts of kindness, caring, sharing, cooperation and friendship toward many of the students and staff at Elwyn. At Christmas time, they made beautiful paper holly wreaths that were used to decorate the tables on Christmas Day for our traditional sit-down dinner prepared for the residents who remain on campus for the holiday. The wreaths certainly added a festive touch to the occasion and received many compliments. The residents requested to take them back to their rooms for keepsakes! Also, the children made lovely Christmas card "packages" for our older residents. Their arrival was so timely; we had just received a cancellation of a singing group for our geriatric program and the packages, which contained warm, cheery greetings, prevented the ladies and gentlemen from becoming disappointed by the cancelled performance. In fact, I believe hearing from the children proved to be a far more enjoyable activity for them than the singing!

For St. Valentine's Day, the children came to our campus to decorate staff/client diningrooms with pretty, heart-shaped wreaths, hand-made decorations and a banner that stated how friendship "warms" us. I personally enjoyed meeting with the children so much; their level of curiosity, enthusiasm and energy is a pleasure to experience. Again, they made lovely greeting cards for our geriatric residents. These folks rarely get mail and the festive, thoughtful cards were a real treat for them. Also, a Pen Pal Correspondence activity was initiated with the children and a class in our Educational Program.

Another visit is scheduled for the near future for the children to deliver cards, letters and a craft project. We are looking forward to it!

Again, I believe that the children of the Second Grade Class of Ithan Elementary School have accomplished acts which truly reflect kindness and thoughtfulness. They have met the challenge of children contributing to peace. Their teachers are also to be commended for involving their students in such a worthwhile and needed project.

Please do not hesitate to call me if you require additional information on the Ithan Elementary project for Elwyn.

Thank you.

Sincerely,

Arlene Soles, Director
Volunteer Services
(215) 891-2036

AWARD PRESENTATION

ELWYN

Elwyn, Pennsylvania

Presents this certificate of appreciation to

Bonnie Steele

in recognition of

volunteer hours served

during the year of 1988.

Arlene Boles

Director, Volunteer Services

May 13, 1989

Marvin Kivitz

President

APPENDIX Z

LETTER FOR PENNSYLVANIA/OMIYA JAPAN EXCHANGE

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

April 4, 1989

Ms. Bonnie B. Steele
50 Hillside Road
Wayne, PA 19087

Dear Ms. Steele:

It is a pleasure to welcome you as a member of the Pennsylvania delegation to Omiya, Japan. If for any reason you are unable to participate in the trip, please inform us immediately since there is a long waiting list of potential participants.

Some more good news. The cost of round-trip air transportation is even less than originally projected. The new round-trip air fare is $1,059. This fare is based on at least 33 of the 40 participants leaving for Japan on the same United Airlines Flight from Los Angeles. The air fare of $1,059 includes the cost of flying from Philadelphia or Pittsburgh to Los Angeles. In terms of the return flight, changes can be made from the August 3 date at no additional charge on a space available basis and as long as your return flight is on a weekday.

The low air fare was arranged by Travelearn, an organization that has worked with several universities in the State System of Higher Education. A representative of Travelearn will be in touch with you or you can call Ed Williams at Travelearn (717-226-9114). You are, of course, free to take any airline or go through any travel agency that you want. However, at least 33 of you must use the same Travelearn United Airlines Flight in order for the group to get the discount rate. Also, our Japanese hosts will be meeting this United Airlines Flight. It is imperative that every participant arrange for their flights by April 30.

We are requesting that each participant attend one of three scheduled orientation sessions for the trip. One session each will be in Harrisburg, Philadelphia and Pittsburgh. In early May we will be announcing the dates and specific locations of the orientation sessions.

In the summer of 1990 a group of educators from Omiya will be visiting Pennsylvania for a ten day stay. In order for these Japanese teachers to have a successful experience, it is essential that the Pennsylvania educators going to Omiya assist us in some way in the 1990 summer exchange.

Congratulations on having the opportunity to participate in the Pennsylvania delegation to Omiya. I know that you will find the exchange program to be a rewarding and exciting learning experience.

Sincerely,

Andrew E. Dinniman
Special Assistant to the
Secretary of Education

APPENDIX AA
LETTER OF RECOMMENDATION TO THE
PENNSYLVANIA/OMIYA JAPAN

RADNOR TOWNSHIP SCHOOL DISTRICT
ADMINISTRATION BUILDING
135 SOUTH WAYNE AVENUE
TELEPHONE 215-688-6100
WAYNE, PENNSYLVANIA 19087

March 14, 1989

Dr. Andrew Dinniman
Special Assistant to the
Secretary of Education
Pennsylvania Department of Education
333 Market Street -- 12th Floor
Harrisburg, PA 17126-0333

Dear Dr. Dinniman:

I am delighted to recommend Ms. Bonnie Steele for the Pennsylvania-Omiya Japan Educator Exchange Program this summer. Ms. Steele has been one of our finest teachers and has had a distinguished career in this District.

Bonnie has been acknowledged for her "creativity, enthusiasm, and resourcefulness." She holds demanding expectations for her students while simultaneously enhancing the students' self-esteem. She has been recognized for strengthening both students' self-confidence and the desire to learn. A constant source of innovative ideas, she has encouraged both her colleagues and the students that she works with to grow.

In addition to her fine classroom and teaching skills, Ms. Steele's personal qualities are outstanding and make her an ideal candidate for an exchange such as this one. For many years, Ms. Steele has organized the International Day at the Ithan School, and it has long been recognized as a highlight of our spring in Radnor. She also developed a fourth grade ethnic unit, which stemmed from this experience. Her commitment to the District has been evident in her work as an organizer, leader, judge of Olympics of the Mind, and as chairperson of the Mainstreaming Committee. In all of these activities she has inspired confidence and commitment. Her ability and excellent human skills would certainly add to any exchange program.

There is no question that Ms. Steele can both benefit from and contribute to this exchange to Japan. The wide range of knowledge and her involvement in so many activities would certainly serve as a point of sharing and growth. I believe that she would certainly use the knowledge that she obtains to extend her work in the International Festival and to other international activities that are sponsored at the school.

It is without reservation that I recommend Ms. Bonnie Steele with confidence that she will be a real asset to your program. The Commonwealth of Pennsylvania and this District are most fortunate to have educators of her caliber available and interested in representing us. I would be delighted to answer any additional questions or to provide any further information which you might require.

Sincerely,

John A. DeFlaminis
Superintendent

JAD/d